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ABSTRACT

The New Mexico Portfolio Writing Assessment for grades 4 and 6 (optional for grade 8) is to be conducted in the 1991-92 school year, with a call for "best piece" in April of 1992. All students in New Mexico in grades 4 and 6 will participate. This manual provides instruction for procedures to be followed in the school year. Guidelines should be observed by each classroom teacher charged with conducting the assessment in order to assure the validity of the results. The assessment is to be conducted in a classroom setting. Each student is to have a portfolio to store written materials until the best piece is submitted. The scoring guide in this manual contains a practice prompt that teachers may use with students while explaining the prompts and scoring procedures. There are three prompts at each grade level that are required for developing and storing in the students' portfolios. For each grade, a prompt is supplied for narrative, descriptive, and expository writing. In the spring of 1992 students and teachers will select the "best piece" for each prompt, although a best piece will only be sent out for scoring for one of the prompts. Final drafts of best pieces should remain in the portfolio to be passed to the teacher of the next school year. Students will receive individual holistic scoring reports, and the school will receive overall results. Numerous student writing samples are provided. A 21-item bibliography is included. (SLD)

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New Mexico Portfolio Writing Assessment 1991-92

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Administration Manual

New Mexico State Department of Education
Santa Fe, New Mexico

Please Read This Entire Manual Carefully

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New Mexico
Portfolio Writing Assessment
1991-92

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THE 1991-92 NEW MEXICO PORTFOLIO WRITING ASSESSMENT

The 1991-92 New Mexico Portfolio Writing Assessment, grades 4 and 6 (optional for grade 8), will be conducted this school year, with a call for "best piece" in April of 1992. The prompt addressing the type of writing to be assessed at each grade level will be announced when a call for papers is issued. All students in grades 4 and 6 will participate. Unless otherwise noted in their IEPs, all mainstreamed Special Education students in grades 4 and 6 will participate in this assessment.

INTRODUCTION

This Administration Manual provides instructions regarding procedures to be followed this school year. The guidelines presented here for the 1991-92 New Mexico Portfolio Writing Assessment should be adhered to by each classroom teacher who is charged with the responsibility of conducting the assessment in order to ensure the validity of results. The assessment should be conducted in a classroom setting.

PLEASE READ THIS ENTIRE MANUAL CAREFULLY BEFORE WORKING WITH THE PORTFOLIO WRITING ASSESSMENT MATERIALS. You should become familiar with the directions provided in this manual and with all portfolio assessment related materials. Your comfort with the assessment situation will reduce student anxiety and enable smooth administration. If at any time you need assistance, materials, or information, contact your District Test Coordinator.

BACKGROUND INFORMATION

The Education Reform Act of 1986 moved the State into the assessment of student writing. Since that time, New Mexico schools have been utilizing the Direct Writing Assessment in grades 4 and 6. Interest in portfolio assessment and a national trend toward assessments that are also instructional led the Statewide Student Assessment Task Force to the consideration of using portfolios to assess student writing. Thus, several consultants in the State Department of Education researched portfolio assessments and agreed with the task force that assessments could be provided that can be described as the performance of learning. With assistance and consultation from many entities, the Portfolio Writing Assessment will be utilized in classrooms for the first time in 1991-92.

In addition, it was decided to offer this assessment as an option to grade 8 students for those districts who wish to participate. This will allow for more practice and development and an additional checkpoint before the New Mexico High School Competency Examination written composition is administered in grade 10.

Research has demonstrated that students who use portfolios develop more competent writing skills and make better progress in writing than those who do not keep portfolios. The portfolio becomes a record of many achievements in writing and a record of improvement. Other skills and habits are developed that support good writing (i.e., how to use a dictionary or thesaurus,

rewriting, editing, and proofreading). This "writing process" is addressed more fully as an essential component of writing, whereas in the prior assessment, it was only the final piece that mattered. Through the portfolio process, learning takes place in a more natural way, with the student given opportunities to reflect on his work as well as the responsibility for learning. The assessment becomes an instructional and learning tool with the scoring rubrics applied to the student's writing throughout the process.

MATERIALS LIST FOR PORTFOLIO WRITING ASSESSMENT

Each teacher who has the responsibility for conducting the Portfolio Writing Assessment will be provided with the following materials:

1. Administrative Package
   - A. Scoring Guide (annotated Range-Finder Papers)
   - B. Administrative Manual (this document)
   - C. Bibliography of useful resource material for the teaching of writing

2. A Portfolio folder for each student

3. A final composition booklet for each student (The final draft of "best piece" for the prompt identified in the spring to be submitted for scoring will be transcribed onto this booklet. The booklets will be sent to your district when a call for papers is issued in the spring. Each booklet will contain two lined pages for the student's composition.)

PROCEDURES TO FOLLOW WHEN DISTRIBUTING PORTFOLIOS TO THE STUDENTS

Each student in your classroom should be issued a portfolio provided for the purpose of storing writing material as required by the Statewide Portfolio Writing Assessment. Make sure each student identifies his portfolio by writing his name in the space provided. Students should be made aware that only certain writing tasks will be stored in this folder. You will want to explain how to use the checklist and the descriptors of various writing discourse as the student works through assigned tasks. These are printed on the student portfolio folders. If you are assigned more students in the course of time, you may check with the District Test Coordinator to obtain more materials. When new students enroll during the year, they may not have time to complete all the required portfolio tasks. As their instructor, you may decide to ask them to "catch up". However, this is not a requirement; you may assign them the same tasks you are assigning the rest of the class at that point in time. When a summons for "best piece" is issued, should any of your "new" students not have been given the opportunity to write on the requested prompt, they will simply not submit a paper for scoring. This should not be viewed as an excuse not to use the portfolio assessment with some students, but a practical answer to teacher concerns and timelines. We are of the opinion that, as a teacher, you will want a score for each of your students if at all possible.

The portfolios should be stored in an area that is accessible to students, yet provides security from loss or theft. As an instructor you know what works best for your classroom situation.

PROCEDURES TO FOLLOW WHEN WORKING WITH THE PROMPT ADDRESSED IN THE SCORING GUIDE--THE PRACTICE PROMPT

The Scoring Guide contains a practice prompt which has been developed with range-finder papers, one prompt per grade level (grades 4, 6, and 8). During the regular writing instructional program, it is suggested that you introduce this prompt and ask students to write to it. As you work with the practice prompt, you will want to share the range-finder papers and the scoring rubrics with your students (you may make copies if you like) and point out why each paper in the Guide is scored the way it is. You can ask students to look at these papers and rewrite their own papers. You may want to group students who demonstrate similar areas of concern. You may want to ask students to score each other's papers by following the Guide. With this prompt you may want to collect papers and point out to students every detail that prevented them from scoring higher. This is the prompt to use when providing detailed assistance to students. You may want to have students try different ways of planning a paper when working with this prompt: outlining, webbing, brainstorming, etc. It may be from these papers that you design some writing lessons for your classroom. You may work with this prompt as often as necessary before introducing the required writing prompts. By working with the practice prompt prior to introducing the required prompts, the students will become familiar with the process and there will be less anxiety when working on the required prompts.

PROCEDURES TO FOLLOW WHEN WORKING WITH THE REQUIRED PROMPTS

There are three prompts at each grade level that are required for developing and storing in the students' portfolios. These three prompts are listed below. Each prompt encourages a different type of discourse. It is recommended that equal amounts of time be spent in the classroom on each prompt. For this school year, it is suggested that 2 to 3 weeks per prompt be allowed. In the spring, a call for "best piece" will be issued for one of the three prompts at each grade level. At this point in time, the teacher and student will collaborate on which piece of writing demonstrates the student's best efforts for the particular prompt being requested. The student will then transcribe the "best piece" for the requested prompt onto the final composition booklet. The final composition booklet will have two lined pages for this purpose and will be provided when the call for "best piece" is issued.

4TH GRADE REQUIRED PROMPTS

Prompt One: **NARRATIVE**

Pretend that you see a shiny, purple stone on your way to school. As you pick it up, it begins to change into many different colors. Write a story about what happens next.

Prompt Two: **DESCRIPTIVE**

Think about your favorite place to eat. This might be at a restaurant, in your home, or at your school. Describe this place so someone reading your paper will know what it is like. You might want to include what it looks like, the sounds you hear there, the smells, and how you feel when you are there.

Prompt Three: **EXPOSITORY**

Your newspaper is asking people to write to them and explain what animal makes the best pet. Write a letter to the paper telling what animal you think would make a good pet and explain why.

6TH GRADE REQUIRED PROMPTS

Prompt One: **NARRATIVE**

Pretend that you wake up one night, look out your window, and see a strange, green light in your yard. You decide to go outside and see where the light is coming from. Write a story about what happens after you go outside.

Prompt Two: **DESCRIPTIVE**

Think about your favorite season of the year. It can be winter, summer, spring, or fall. Describe the season so that someone reading your paper will know what you like about that season. You might want to include what the weather is like during this season, how the outdoors looks, how it smells, the sounds you hear, and how you feel during the season.

Prompt Three: **EXPOSITORY**

Your teacher has asked you to pick one place you would like to go on a field trip. Think about where you would like to go. Tell where the place is and explain why you want to go there.

8TH GRADE REQUIRED PROMPTS

Prompt One: **NARRATIVE**

Pretend that something you wished for really came true. It might be a special trip or a gift or anything else that you have wanted. Write a story about your wish coming true.

Prompt Two: **PERSUASIVE**

Your teacher has asked you to write a letter to the President of the United States telling him about <u>one</u> change that you think would make this country a better place. Be sure to tell what the change is and give convincing reasons why the President should make the change.

Prompt Three: **EXPOSITORY**

Many people are concerned about our environment. Think about one problem with our environment that you think needs correcting. Tell what the problem is and explain why the problem needs to be corrected.

As the teacher introduces each prompt, it is suggested that lessons about the particular discourse, planning, revising, proofreading and editing be delivered throughout this period of time. The work with the prompt should be the student's own writing and should be performed in the classroom. As the student works with the prompt, he/she may use references such as the dictionary or thesaurus. However, because not all students in New Mexico have equal access to computer technology, the planning, organization, rewriting and final draft should be accomplished without the use of software programs such as "spell checks," "grammar checks," etc. The student may be encouraged to write to each prompt as many times as necessary to produce a good paper. The student and teacher will then select a "best piece" for <u>each</u> of the required prompts. The teacher's role in this process should be one of "coach." We do not expect that teachers will circle every misspelled word or correct every dangling participle in order to teach students how to write better. Sound instructional practices are the order of the day in this process. The teacher should be a coach and resource for the student throughout this process.

Note: The final composition booklet will be issued when the official request for "best piece" is issued and the required prompt for scoring has been identified.

SELECTING AND SUBMITTING THE BEST PIECE FOR SCORING

In the spring of 1992, an official request for papers will be sent to the District Test Coordinator, who will in turn notify teachers who are using the portfolio assessment. It is expected that by the end of March 1992, teachers and students will have completed work on the three required prompts and collaborated on the "best piece" for <u>each</u> prompt.

Note: A "best piece" for only one of the prompts will be sent out for scoring. You will need to make sure you have collected the best piece for the correct prompt, as identified by your Test Coordinator, before sending it in. You will not be notified until the end of March or early April which will be the selected prompt for scoring. At this time, the student will simply transcribe the "best piece" for the identified prompt for scoring onto the final composition booklet and fill out the demographic information on the booklet. Measurement Incorporated will send packing and shipping information and directions for filling out the demographic information on the final composition booklet when the official request for "best piece" is issued.

USING THE PORTFOLIO BEYOND THIS SCHOOL YEAR

In the spring of each school year, the holistic and analytic scores will be returned to the school districts. The holistic score the student receives should become part of the permanent record in the Portfolio Writing Assessment process. There is a place to record the score on the portfolio. The printed report should be kept in the student's official file. There will also be a copy of the report that can be shared with the student's parents.

The final draft for the required prompts which were identified as the "best piece" for each prompt should remain in the student's portfolio along with any other materials that the student and teacher have agreed upon. The portfolio and its contents are to be passed on to the student's teacher in the fall of the next school year. Each school and district should develop a plan to ensure that this is possible. The "off grade" teachers (i.e., grades 5, 7, and 9) may work with the contents of the student's portfolio and issue additional writing assignments which may be kept and passed along with the student from year to year. By the time a 4th grade student reaches 10th grade, the high school teacher will have a portfolio of work which portrays strengths, weaknesses, successes, progress and a writer's "voice." These portfolios can be used to assist in the preparation for the 10th Grade High School Competency Examination written composition.

INTERPRETING THE RESULTS

When score reports are returned to the districts, each student will receive a holistic score from a range of "1" through "6" and analytic scores. The scores should be compared to the rubrics published in the Scoring Guide in order to determine a student's strengths and weaknesses and to provide suggestions for improvement. The scores should be recorded on the student's portfolio. As the portfolio is passed along with the student from year to year, receiving teachers can review the portfolio and use the scores, comments, and contents to guide instruction in their writing programs.

The individual school reports should help staff make decisions about the school's writing program. District results should inform the curriculum revision process in writing, and perhaps in language arts.

SUPPLEMENTAL MATERIAL

A Language Arts Specialist in the School Program and Professional Development Unit of the New Mexico State Department of Education has developed a supplemental packet of material which teachers may find helpful as they work with the portfolio writing process this year. The packet has been made available to your District Test Coordinator. This supplemental packet contains ideas for planning, organizing, drafting, revising, proofreading and publishing. Ideas for encouraging writing across the curriculum are included in this material. You may reproduce this packet of materials for other teachers in your building. There are ideas that may prove helpful to teachers at any grade level. You are not required to use the supplemental material.

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NEW MEXICO PORTFOLIO WRITING ASSESSMENT

1992

SCORING GUIDE

GRADE 4 - NARRATIVE

This is the prompt 4th Grade students used when writing the following papers. It may be used for practice with your students.

> Imagine that you got lost one day. Whom did you see? Where did you go? What did you do? Whom did you ask for help? How did you find your way back home? Write a story telling your teacher what you did on the day you got lost.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT - NARRATIVE SCORING RUBRIC

STRONG COMMAND OF NARRATION	GENERALLY STRONG COMMAND OF NARRATION	COMMAND OF NARRATION	UNDERSTANDING OF NARRATION	SOME SENSE OF NARRATION	LITTLE OR NO EVIDENCE OF NARRATION
SCORE POINT 6	**SCORE POINT 5**	**SCORE POINT 4**	**SCORE POINT 3**	**SCORE POINT 2**	**SCORE POINT 1**
Has an effective opening and closing that ties the piece together	Has an opening and a closing	Generally has an opening and closing	May not have an opening and/or closing	May not have an opening and/or closing	May not have an opening and/or closing
Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and usually has a single focus; some responses may drift from the focus	Some responses relate to the topic but drift or abruptly shift focus	May state a subject or a list of subjects; may have an uncertain focus that must be inferred
Well-developed, complete response that is organized and progresses logically; writer takes compositional risks resulting in highly effective, vivid responses	Key ideas are developed with appropriate and varied details; some risks may be taken and are mostly successful; may be flawed, but has sense of completeness and unity	Development may be uneven with elaborated ideas interspersed with bare, unelaborated details	Some responses are sparse with clear, specific details but little elaboration; others are longer but ramble and repeat ideas	Details are a mixture of general and specific with little, if any, elaboration, producing a list-like highlight response	Details are general, may be random, inappropriate, or barely apparent
	Organized and progresses logically, but there may be a lapse	Some responses are organized with little, if any, difficulty moving from idea to idea; other responses may ramble somewhat with clusters of ideas that may be loosely connected, but an overall progression is apparent	Some responses have elaborated details but are interrupted by organizational flaws/lapses or by lack of transitions	Attempt at organization; some attempt to control details but few, if any, transitions	Some lengthier papers are disorganized and difficult to follow; may show no sense of planning
Very few, if any, errors in usage	Few errors in usage	Some errors in usage, no consistent pattern	May display a pattern of errors in usage	May display numerous errors in usage	May have severe problems with usage including tense formation, subject-verb agreement, pronoun usage and agreement, word choice
Variety of sentences and/or rhetorical modes demonstrates syntactic and verbal sophistication; very few, if any, errors in sentence construction	Syntactic and verbal sophistication through a variety of sentences and/or rhetorical modes	May demonstrate a generally correct sense of syntax; avoids excessive monotony in syntax and/or rhetorical modes; may contain a few errors in sentence construction	May demonstrate excessive monotony in syntax and/or rhetorical modes; may display errors in sentence construction	Excessive monotony in syntax and/or rhetorical modes; may contain numerous errors in sentence construction	May contain an assortment of grammatically incorrect sentences; may be incoherent or unintelligible
Very few, if any, errors in mechanics	Few errors in mechanics	May display some errors in mechanics but no consistent pattern	May display a pattern of errors in mechanics NOTE: Errors may interfere with readability	May display numerous serious errors in mechanics NOTE: Errors may interfere somewhat with comprehension	May display severe errors in mechanics. NOTE: Errors may interfere with comprehension.

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1 = The response indicates little or no evidence of narration.

Writing samples in this category:

- may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Details are vague and/or general. They may be random, inappropriate, or barely apparent. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning.

- may have severe problems with usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.

- may demonstrate an assortment of grammatically incorrect sentences. Some statements may be either incoherent or unintelligible.

- may display severe errors in mechanics.

Note: Errors may interfere with comprehension.

I Lost in a piknik and I ai os cescer. Me mon iso cranin. a os sad. A frende fame. uy no us is ma hause. I no ur is eor hause. I go us ma Frende. I Lak jim. Atal erisc to me mon. Me mon set don go latda. End never I go laidad.

The End

This response is an unsuccessful attempt at telling a story. The numerous errors are severe enough to interfere with comprehension. Although there are a few events that seem to be linked, the sequence is extremely sparse.

GRADE 4 NARRATIVE WRITING SCORE POINT 1

I got lost in a Honted House

Onen day i went to a Honted House. I wos scery. flericugo i wos poita me. I go to tell mom PoP and my freands. And my mom say to me no go ogen. I say ocey mom and nevo vn my laf go ogen. end I stey in my House forever. My freads play to ge do.

This unsuccessful attempt at narrative writing has some sequenced events, but numerous and severe errors interfere with comprehension and keep the response from receiving a higher score.

GRADE 4 NARRATIVE WRITING SCORE POINT 1

I see the polices and i tell him i got lost. Ran and ran. Entel i get to a telephon. And the polices tel me never to gow. Wen i get home and my mother is goin to be happy

The writer of this response shows little evidence of understanding narrative writing. Although there is a list of events (I see the police, I tell him I got lost, ran and ran), the sequence does not seem to be planned or controlled. In addition, there are numerous severe errors in the conventions of the language.

2 = The response indicates some sense of narration.

Writing samples in this category:

- may not have an opening and/or a closing. There is a mixture of general and specific details. They are presented with little, if any, elaboration, producing a list-like response--highlight papers. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea.

- may display numerous errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

- may display numerous serious errors in mechanics.

Note: Errors may interfere somewhat with comprehension.

THE LOST KID

Once a kid got lost in the woods. he was nine years old and his name was Billy. He was taking a short cut. there was snakes, cobwebs. A man got killed in there. Lived a killer with a mask and claws. His name was rock head. He was part bear, snake, fish, and man. It was said that if someone went there the person would die.

THE END

Although this writer shows a sense of narrative writing by establishing a situation (once a kid got lost in the woods, he was taking a shortcut, there were snakes and cobwebs), the narrative focus is lost when the response drifts into a listy description of the "killer."If the description were woven into a more sustained sequence of events and the description were used to enhance the storyline, the response would be more successful.

GRADE 4 NARRATIVE WRITING SCORE POINT 2

I took a trip around the world. When I was half way I got robbed. They took everything. I was lost. I told a cop he brought me to my house, I found out I went to the wrong house. Then I went home.

This response has some sequencing that indicates a sense of narrative writing and some attempt to elaborate (they took everything). However, there is some confusion (he brought me to my house. I went to the wrong house), and there is omitted information (I went to the wrong house. Then I went home). The writer needs to fill in the gaps in the sequence and to elaborate on the details.

GRADE 4 NARRATIVE WRITING SCORE POINT 2

One day I was Walking home from school When I took a wrong turn I did not know where I was. And I kept on walking until I came upon a lady she could not tell me Where I was SO still I was Walking then I came across a police man. He took me home that day.

In this organized and controlled response, transitional words such as (when, until, so, then) show that the writer has some sense of narrative writing. More detailed elaboration of the sequence is required for a higher score.

3 = The response indicates an understanding of narration.

Writing samples in this category:

- may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus. Some "3" papers are sparse--they have several clear, specific details with a little elaboration, and they are organized and controlled. Occasionally, a paper will ramble somewhat, repeating ideas or adding an idea for no clear reason, resulting in a lengthy response that otherwise would be sparse. Other "3" papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

- may display a pattern of errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be errors in sentence construction.

- may display a pattern of errors in mechanics.

Note: Errors may interfere with readability.

One night I got lost in the woods and I was all alown. The dark woods were very scary then I saw something moving quickly it came in front of me it had staips it had big teeth, big eyesand ears and a long orange tail. It was so dark I didn't now what it was It roired at me then ran fast he was running after me. I got out of the woods ran across the street then there were lots of lights then I saw it it was a tiger. The tiger saw the big truck comeing and he ran away the guyin the big truck was my dad. And we went home.

This sustained sequence of events has specific details and some elaboration centering around the tiger. The response is organized and controlled, but at the point where the writer gets out of the woods, events are presented in a list-like manner. More elaboration on the events of the story would be necessary for a higher score.

Getting Lost Is Bad

One day I got lost in the woods from trying to pick some berries and I did't know were they were. But soon when I found the berries I ate one and nocitied I was far from my house. I was lost so. I'd saw a house so I went to go and ask do they know how to go back. But know one was theire so I went in and saw some soup. So I ate some but I hered a door open. But a nice lady came in and said some one has ate my soup so I came out and said I ate your soup becaus I'm lost. So she said where do you live? So I said up there some where so she said I know around here good would you like is I take you home. I said yes so she took me home and that is how I got back home. But I stell take some berries.

This response has clear and specific details but strings events together with little or no elaboration producing a list-like sequence which could serve as an outline for a better narrative. In addition, repetition of transitional words (so, but) interfere with readability in parts of the story. Better language control and more development are needed for a command of storytelling.

When I was loss

One day I was loss I ask a laddy if she could take me home. She said I cant do nothin Why do you dont call the police. I said do you got a telefone she said yes I do got a telefone. Then call the police okay. Then the police came. She to police this little girl is loss. The police said do you now her. Now I dont now her. The police ask me how old I am I said sis year old. Then the other police man said where do you live I live at Coit street. He was writting somethin. I ask him were he was going to take me. He dirint tell me. Then he told me were ha wa going to take me. He said to the police oficer. The sent me to a shair. Then the were talking something. Then he told me that I was going to let me stay that night there. When I was asslep I was thinking about my mother I mist my mother. She mist me to. Then it was in the morning. I dirin't sleep at all. Then the police mam came they told me were am I going to go today. They said to your home. An they gave me no brefest. I was verry verry hungry. The the got to my home. My mom told me where were you. I said I was loss momy. I miss you alot momy The the police went to his home. Momy I'm

hungry. They dirin't gave me nothin to eat. Thas now problom the imporhis is that you are here. Momy now I want brefest. Momy I miss you alot. Then my brother and sister wake up thay saw me. They gave me a hug. Am my mother and father. My sister told me what happened to you. It is a long long story. I said to them tomorrow I'll tell them. I was scare olot of scare. That what heppend.

The writer of this response shows an understanding of narration. The sequence of events is sustained sufficiently, and there are details and dialogue that enhance the storyline. There is organization and control of a fairly complex narrative, but a pattern of errors and an excessive monotony in sentence construction interfere with readability. Better language control and more development are needed for a higher score.

STOP

25

4 = The response indicates a command of narration.

Writing samples in this category:

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare unelaborated details.

- may display some errors in usage, but no consistent pattern is apparent.

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be few errors in sentence construction.

- may display some errors in mechanics, but these errors will not constitute a consistent pattern.

ONE day I got lost in the woods. I saw a lot of animals there. I saw a deer, oposem, bever and a lot more animals. I fainly got out of the woods and came to a buttfel stream and gold fish where there swiming in the water. I found away to get across the strem and I walk till I found two snakes eating something but when the food got very little they got in a fight they made so much dry durt come up I was coffing. I clubed up trees to see if I could see a house or a person I was in luck there was a little house I could just see cause I was so high up in that tree. So I went to the house. And I not on the door no one answerd the door. It was getting late so I saw if the door was open. It was. I went in it was very nice inside. There was a bed I layed down on it. It was a waterbed. And very soon I feel asleep. The next morning I got up and there was a trail that lead me back the way I came but at the strem there were more fish. On the way back there where no animals now. But soon I found my way back. But in about a week I did get lost again It was more fun the first time but I still had fun. I go there a lot and I bring a friend.

This writer sustains the narrative sequence and uses specific details to elaborate the storyline (they made so much dry durt come up I was coffing). Although there is an overall progression apparent, in the last half of the story events are loosely connected which keeps the response from reading as an organised and unified whole. Stronger connections between the clusters of ideas are necessary for a higher score.

BEST COPY AVAILABLE

One day I was walking in the woods. I was walking for a long time. It got darker as I walked further into the woods. I started walking back. I could not find the way back. It seemed as if I was walking in a circle. It started to get cold. I made a fire. I saw a lake near by. I made a fishing pole out of sticks and some string I had. I started to get tired. I herd a lot of animals. It was very dark and cold. I could not sleep it was to noisy. I stayed awake almost all night. I finally fell asleep that night. Then it was morning. The fire was out. It was cold so I made another fire. I just sat there for a little while. Then I went fishing. Then I started looking for the way home. I looked for along time. I sat down for a while. Then I saw an opening. Then I saw somebody. I went and got my stuff. Then I went to where is the opening. Then I walked down the path. Then when I finally got to the end of the path. Then I was out of the finally. Then I walked home. I was very tired that night. I just layed on my bed thinking of the woods. Tomorrow I had to go back to school

This sustained narrative shows a command of narrative writing. The early details enhance the storyline. However, the writer begins to ramble, and the development of the narrative starts to deteriorate. In addition, repetition of transitional words (then) interferes with readability. More consistent control is needed for a higher score.

One day I was following a big long ugly dark trail. I came to a stop and there just standing still was a scary house named "Tooklemville" and the scariest thing about it was that the whole village was called "Tooklemville" and I went into the house.

That house that I went into was as scary as going to the Senatery at night and that house had spiders and cobw.. there are spiders there are spider webs- Also there were big black bats flying everywhere and 100 black cats and there was a dark black Kitchen. Out from the kitchen came a big large foot and then another and two big large hands came out and then the whole body came out and it was and ugly old white mean Snow witch that wanted to kill me.

Then I ran and opened the door and ran out and I followed the same big old ugly dark trail and before I knew it I was right back home from where I started. I never will follow that trail again. Do you know what happend?

Come to find out it was all a dream.

This response exhibits a command of narrative writing with an overall progression elaborated with specific and appropriate details (ugly old white mean snow witch). While organized and controlled, the story ends rather quickly. More even development of events is needed for a higher score.

5 = The response indicates a generally strong command of narration.

Writing samples in this category:

- have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically; however, there may be a lapse. The key ideas are developed with appropriate and varied details. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
- have few errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
- have few errors in mechanics.

One day I went to the big brothers circus. I went with my friend. My friends name is Tammy Curtis. We went on the shuttle bus. When we got there there was a enormous black, red, blue, yellow, and green tent. We gave the ticket taker our tickets and went in the huge tent. Inside it was really crowded. Big pretty balloons were everywhere! I bought a REALLY bigbig pink balloon. There was also a gigantic cage in the middle of the tent. It had lions in it! I guessed that was the lion tamers cage. Then there was a man talking on the loud speaker he said "It is now time for the show! Take a seat everyone." Then a man in a red and white suit came up to me and said "Do you want some popcorn"? "Sure" I said "How much is it"? "It is one dolar a bag." "I will have two bags one for me and one for Tammy. "Thank you" Then I looked around I did not see her she disapeared. I did not see her. I started looking around for her. I couldn't find her. Then I looked outside, She wasn't there. Finally I went back to our seats and there she was! I gave her her popcorn and we watched. "I liked the acrobats the best" Tammy said. "Me too" I said. Then we went home on the shuttle bus.

This sustained and controlled narrative sequence has vivid, specific details. Although there is a sense of unity and completeness, more even development of events is needed for a higher score. For instance, while the popcorn event is well elaborated, there is less development of the acrobatic show, and the friend's disappearance is not discussed at all.

One day Mark was over my house
playng football. We were having a lot
of fun until a black hole apeared in
the ground. Mark drop the football in the
hole the he slipped in the hole. So I followed
him down the hole. Then the hole disapeared
there was a path so we walk down the
path. It was getting dark and we were
cold and hungry. After an hour we fell
asleep. When we wake up there was as
ed staring at us. We where scared at
first, but then he said I am your friend.
His name was José. He said he was
traped here for years. He asked us if
we wanted to see where he lives. So
we said okay. He showed us some old
keys. We asked him if they went
the chest. He said what chest. So we
said we will show you the chest. When
we got to the chest he tried one key
and it opened. There was a lot of gold
and silver. We tried another one and
it opened. There was gold and silver. he
had one more key but there were no
more chest. We walked back to his
place. We played a few games and he
told us how he got here. He said he
got here from Africa. He also told us

It was pretty cool. We saw a lot of chest, but we didn't have a key to open them

his long journey how he got all the way over here. Then we made a fire and went to sleep. The next morning he told us he had a pet cheetah but he was lost. Then some other bullys came over where we were so we ran and hid in a tree. Then his cheetah came along and scared the bullys away. He so happy to see his cheetah. We took a small walk and found another chest! So José opened the chest and there were black holes in it. There was also a message that said use these to get home. So we all took the chest to José's place. We got our treasures and we put the hole on the ground and jump. ~~through~~ through it and we all ended up at my house! José stayed here for the rest of his life and lives were all ~~~~ rich.

This writer maintains control of a complicated narrative. There are many vivid details which enhance the development of the story. The narrative does have a sense of completeness and unity. However, greater variety of sentence structure and fewer errors in conventions would contribute to a higher score. - ___ - ___

STOP

One day I was walking home from school. Then I started to run. I trip and bump my head against a rock. I got up again I felt so strange. Everything I saw was so blurry. I started to walk straight I turend right then left. The next thing I know I was lost! I couldn't belive it. I never got lost in my life I was so scared. I started to yell for help. But nobody answer me. What was I going to do? I started run straight. I took two left and one right. I saw a cottage. I said to my self who would want to live in the woods. I went up to the house. I knock on the door. A old gypsy came to the door. She said come in. So I did. She said "I am a gypsy I know you are lost". I said "You think I stupid to belive you". No! I don't think that I know you are scared don't be afraid of me. Why don't you stay here for tonight. I have a extra bedroom. For guest it is right upstairs. Okay I will stay. Do you want any supper the old gypsy said. Yes I would like that. My husband is out in the woods cutting wood. He will be back pretty soon. What is his name. It is John. We've been married fo 50 years. We have seven sons. They were all born at the same time. Oh I said that is really instering. What are their name Jim, Jeff, Jerry, Jack, Paul, Jacob and Steve. Just then they came in the room. They said "Who is that girl mom" It is are guest. She is lost and she can't find her way home. Her husband said "You know happen last time that boy tried to kill us all." I said In a harsh

harsh voice." I am no killer you dog." Jack said "We are so sorry my father said that to you." Oh that's okay I know when I am not wanted. With that I ran out the house. I started to run I fell down. All of a sudden I knew what happen. Easily I found my way home. Mom where are you She said "Oh honey I was worried about you! I told her the whole story after that. I ate with my brother, mom dad. We all went in the living room. We made some popcorn. We were wacting the little mermaid. After that we all watch. Another movie and fell asleep.

The End

This organized, controlled response that is elaborated with vivid details shows a generally strong command of narrative writing. However, the story begins to move quickly at the end, and some events remain undeveloped (the whole concept of the boy who tried to kill them is introduced and dropped). In addition, some ideas are not relevant to the story (married 50 years, seven sons born at the same time). More development, more variety of sentence structure, and fewer errors in conventions are necessary for a higher score.

6 = The response indicates a strong command of narration.

Writing samples in this category:

- have an effective opening and a closing that ties the piece together. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. Many of these writers take compositional risks resulting in highly effective, vivid responses.
- have very few, if any, errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
- have very few, if any, errors in mechanics.

The Boy That Went To Another World

One day I was wandering in the woods and I fell into a black hole and I heard elves walking down a path singing hi ho-hi ho-hi ho the dairy O and then they asked me to follow them. So I followed the little elves to this house so we went in but it was so dirty that I ran out. But they cleaned the place up and I went back in. I went up stairs and I saw a bedroom. I went in and I looked out the window and I saw the elves leaving. So I went to sleep in the cozy old bed for about two hours. When I woke up I heard the elves. I went down stairs and I saw the elves eating muffins and cereal. They asked me to eat breakfast with them but I said no thanks. I asked them can they help me find the black hole that I fell in? And they said yes we will help you find the black hole. As we were walking down the road we met this fat stinky man with garbidge all over him. He wanted to come with us so we let him. We stopped at this bridge but it didn't look safe. There was boiling lava under it. But

we ran across it. When we got across we saw a tin can man. He came with us too to find the black hole. Suddenly there was a bunch of skeleton sogers in front of us. They grabed us and took us to this castle. We met this man that told us if we are not out of this world in twenty-four hours he will destroy us. So we left the castle in a hurry. When we got out of the castle we started our journey again. We came up to this big tree and suddenly the tree started to talk to us. We asked the tree where are we and it said that he didn't no where he was him self. So we just walked away. We were almost to the black hole. I didn't want this journey to end. I wished I could do this all the time. The tin man said me too. Me three said one of the little elves. I said I was tired let's rest.

So we rested for about 3 hours and then we started our journey again. Suddenly there was the hole. So I jumped in.

This highly effective and vivid response shows a strong command of narrative writing. It is well elaborated with vivid and appropriate details (elves singing hi ho- hi ho-; cozy old bed; bunch of skeleton sogers). The story reads smoothly from beginning to end with very few errors and varied sentence structure.

Once upon a time a little girl went to the woods and got lost. She yelled for help but no one answered her. But then she saw a man limping through the woods. She hid behind a rock. Then she said who is the man that's walking in the woods.
He said Its only an old man. And then he said If anybody's there, come out. She came out. It really was a little old man. He had hurt his foot. He cried to the girl and said Please help me A wolf is after me. He has bitten my foot.

The girl said I can't. The old man said why not. The girl said because I am lost. The old man said lost. Yes I walked and walked and walked and I got to these woods and now I can't find my way home cried the girl. The little old man couldn't let her sit there crying like that.
So he said to the girl, would you like to live with me? She thought and thought.
She stood up and said okay but only for a couple of days.
Three days passed and the little old man's foot was getting better so

she said to the little old man It is time to leave my little old man. The little old man said okay, I will tell you how to get home but only if you promise you will come back every week. The little girl said of course my little old man. She gave a kiss to him and said I better go my mom must be worried about me. I must go my little old man But I will come back next week. He told her to follow the gold rocks and she will get home. So she followed the gold rocks. Finally, she saw her cabin. Her mom was worried to death. She opened the door She ran to her mom.. Her mom saw her. And they both ran to each other. Her mom said where were you She said Oh no where exactly.
Just walking around in the woods I'm just glad I saw you again her mom said. Me too mom said the little girl
The next morning she asked her mom if she could go to the woods. Her mom said you may go but don't get lost again. She walked to the woods And followed the gold rocks. She went to the little old mans house and saw him, His foot was much better.. She was glad.

The writer of this sustained and thoroughly developed narrative takes compositional risks in the portrayal of the relationship between the little girl and the old man. All events in the story are well elaborated with vivid details. The response shows a strong command of storytelling.

One day I got lost in a dark, dark forest. It was deep in the middle of nowhere. I was very scared and nervous. I thought I would never see my family ever again. I walked through the forest and I saw bears, squirrels, chipmunks, wolves and lots of thing's. So as I went deeper into the forest I heard lots of weared noises. I was getting closer to the wolves howl, and the bears growl was louder than ever. I was getting scarder by the second. Luckally I found a thing sorda like a tent it was calld a wigwam. When I woke up from a long and deep sleep, these people called Indians started chasing me. they finally caught me. They asked me why I stepped in their house last night. I explained to them. they understanded me and let me go. I asked them if they could take me back home but they were to busy with their traidition. Then as I was walking in the forest I fell in a deep hole. I knew it was a trap for tresspassers. Then I stomped my foot and I stomped it on the hardest rock in the world. Then suddenly right in

front of my own eyes a humunges head popped out from the ground. It was a giant. I talked to that giant for about three hours non stop. My mom probally forgot about me because I was gone so long. Anyway the giant looked at me with his big one eye. I looked at him with my little two eyes and long eyelashes. I asked him if he could take me home and he said..... Yes!! I could not beleive who and what I heard. But I heard it throug my own ears. I saw it through my own eyes. So I climed on his back and I was the tallest point in North America. So when I got home it was 2:00 in the morning. But there was a key on the front porch so I opened the door and went straight to bed. The next morning I woke up and my mom was so happy to see me and so glad that I was safe. I was gonna tell her all about it but n-a-a-a!!. She would never ever believe me.

The writer of this richly elaborated narrative with its wealth of specific details shows a strong command of storytelling. The many events of the story are effectively linked together into a complete whole. Varied sentence structure, vivid word choice (wolves howl and the bears growl; a trap for trespassers), and sophisticated rhetorical devices (he said.....YES!!; but n-a-a-a!! she would never ever believe me) contribute to the success of the response.

12

ANALYTIC SCORING GUIDELINES

SENTENCE FORMATION

3. All sentences are complete and often varied in length and structure. The paper reads smoothly from sentence to sentence. There are few run-ons or fragments.

2. There is basically good sentence structure with occasional awkward or confusing constructions. There may be several run-ons or fragments.

1. There are many problems with sentence structure. Simple sentence patterns are used. Sentences are short, somewhat childlike and repetitious. Run-ons and fragments are common.

MECHANICS

3. Punctuation and capitalization are consistently appropriate for grade level. There are few or no spelling errors in words appropriate to grade level.

2. Use of punctuation and capitalization is adequate but will contain certain errors. Several spelling mistakes may be present, or the same mistake may be repeated.

1. Capitalization is erratic and basic punctuation is omitted or haphazard. There are too many errors in mechanics which interfere with communication.

WORD USAGE

3. Vocabulary is carefully and imaginatively used. There are few or no problems with subject-verb agreement, correct forms of verbs, selection of pronouns, possessives, etc.

2. Vocabulary is acceptable in scope and appropriateness. Some difficulties with agreement, verbs, pronouns, possessives, etc., may be manifest.

1. Vocabulary is quite limited; the essay evidences too many errors in agreement, verb forms, pronoun choice, possessives, etc., which interfere with communication.

DEVELOPMENT

3. Response is clearly elaborated, well organized, detailed enough to enhance clarity, follows from a main idea to a logical conclusion.

2. Details are clear and specific, but they may be unevenly elaborated or poorly organized.

1. Few details are included in a very brief response. If present, details are vague and sketchy.

BEST COPY AVAILABLE

I got lost in a Honted House

Onen day i went to a Honted House. I wos scery. flericugo i wos poita me. I go to tell mom PoP and my freands. And my mom say to me no go ogen. I say ocey mom and nevo in my laf go ogen. end I stey in my House forever. My freads play to ge do.

SENTENCE FORMATION = 1
Sentence structure is simple and repetitive.

MECHANICS = 1
Capitalization is erratic, punctuation is haphazard, and spelling errors are severe. Errors interfere with comprehension.

WORD USAGE = 1
Vocabulary is limited; some Spanish words are used.

DEVELOPMENT = 1
Few details are included in a very brief response.

One day I was following a big long ugly dark trail. I came to a stop and there just standing still was a scary house named "Fooklemville" and the scariest thing about it was that the whole village was called "Fooklemville" and I went into the house.

That house that I went into was as scary as going to the Senatery at night and that house had spiders and color.. there are spiders there are spider webs- Also there were big black bats flying everywhere and 100 black cats and there was dark black- Kitchen. Out from the kitchen came a big large foot and then another and two big large hands came out and then the whole body came out and it was and ugly old white mean Snow witch that wanted to kill me.

Then I ran and opened the door and ran out and I followed the same big old ugly dark trail and before I knew it I was right back home from where I started. I never follow that trail again. Do you know what happend?

Come to find out it was all a dream.

SENTENCE FORMATION = 2
Sentences are basically good, but there are several "on and on" constructions (four or more independent clauses connected by and).

MECHANICS = 3
There are few errors in capitalization, punctuation, and spelling.

WORD USAGE = 2
Vocabulary is acceptable but not carefully or imaginatively used.

DEVELOPMENT = 3
The response is elaborated, organized, and detailed.

STOP

One day I went to the big brothers circus. I went with my friend. My friends name is Tammy Curtis. We went on the shuttle bus. When we got there there was a enormous black, red, blue, yellow, and green tent. We gave the ticket taker our tickets and went in the huge tent. Inside it was really crowded. Big pretty balloons were everywhere! I bought a REALLY bigbig pink balloon. There was also a gigantic cage in the middle of the tent. It had lions in it! I guessed that was the lion tamers cage. Then there was a man talking on the loud speaker he said "It is now time for the show! Take a seat everyone." Then a man ino a red and white suit came up to me and said "Do you want some popcorn"? "Sure" I said "How much is it"? "It is one dolar a bag." "I will have two bags one for me and one for Tammy. "Thank you" Then I looked around I did not see her she disapeared. I did not see her. I started looking around for her. I couldn't find her. Then I looked outside, She wasn't there. Finally I went back to our seats and there she was! I gave her popcorn and we watched. "I liked the acrobats the best" Tammy said. "Me too" I said. Then we went home on the shuttle bus.

SENTENCE FORMATION = 3
Sentences are complete and varied in length and structure.

MECHANICS = 3
Punctuation, capitalization, and spelling are appropriate to grade level.

WORD USAGE = 3
Vocabulary is carefully and imaginatively used (enormous black, red, blue, yellow, and green tent, gigantic cage), and there are no agreement or tense problems.

DEVELOPMENT = 2
There are clear and specific details, but they are not evenly elaborated.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT

1992

SCORING GUIDE

GRADE 6 - DESCRIPTIVE

This is the prompt 6th Grade students used when writing the following papers. It may be used for practice with your students.

> Choose a building that you have seen. It can be a house, a school, or any building you choose. Write a paper describing the **outside** of the building so that someone reading your paper could picture it.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT - DESCRIPTIVE SCORING RUBRIC

STRONG COMMAND OF DESCRIPTION	GENERALLY STRONG COMMAND OF DESCRIPTION	COMMAND OF DESCRIPTION	PARTIAL COMMAND OF DESCRIPTION	LIMITED COMMAND OF DESCRIPTION	INADEQUATE COMMAND OF DESCRIPTION
SCORE POINT 6	**SCORE POINT 5**	**SCORE POINT 4**	**SCORE POINT 3**	**SCORE POINT 2**	**SCORE POINT 1**
Has an effective opening and closing that ties the piece together	Has an opening and a closing	Generally has an opening and closing	May not have an opening and/or closing	May not have an opening and/or closing	May not have an opening and/or closing
Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and usually has a single focus; some responses may drift from the focus	Some responses relate to the topic but drift or abruptly shift focus	May state a subject or a list of subjects; may have an uncertain focus that must be inferred
Well-developed, complete response that is organized and progresses logically; writer takes compositional risks resulting in highly effective, vivid responses	Key ideas are developed with appropriate and varied details; some risks may be taken and are mostly successful; may be flawed, but has sense of completeness and unity	Development may be uneven with elaborated ideas interspersed with bare, unelaborated details	Some responses are sparse with clear, specific details but little elaboration; others are longer but ramble and repeat ideas	Details are a mixture of general and specific with little, if any, elaboration, producing a list-like highlight response	Details are general, may be random, inappropriate, or barely apparent
	Organized and progresses logically, but there may be a lapse	Some responses are organized with little, if any, difficulty moving from idea to idea; other responses may ramble somewhat with clusters of ideas that may be loosely connected, but an overall progression is apparent	Some responses have elaborated details but are interrupted by organizational flaws/lapses or by lack of transitions	Attempt at organization; some attempt to control details but few, if any, transitions	Some lengthier papers are disorganized and difficult to follow; may show no sense of planning
Very few, if any, errors in usage	Few errors in usage	Some errors in usage, no consistent pattern	May display a pattern of errors in usage	May display numerous errors in usage	May have severe problems with usage including tense formation, subject-verb agreement, pronoun usage and agreement, word choice
Variety of sentences and/or rhetorical modes demonstrates syntactic and verbal sophistication; very few, if any, errors in sentence construction	Syntactic and verbal sophistication through a variety of sentences and/or rhetorical modes	May demonstrate a generally correct sense of syntax; avoids excessive monotony in syntax and/or rhetorical modes; may contain a few errors in sentence construction	May demonstrate excessive monotony in syntax and/or rhetorical modes; may display errors in sentence construction	Excessive monotony in syntax and/or rhetorical modes; may contain numerous errors in sentence construction	May contain an assortment of grammatically incorrect sentences; may be incoherent or unintelligible
Very few, if any, errors in mechanics	Few errors in mechanics	May display some errors in mechanics but no consistent pattern	May display a pattern of errors in mechanics NOTE: Errors may interfere with readability	May display numerous serious errors in mechanics NOTE: Errors may interfere somewhat with comprehension	May display severe errors in mechanics. NOTE: Errors may interfere with comprehension.

BEST COPY AVAILABLE

1 = The response indicates an inadequate command of description.

Writing samples in this category:

- may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Details are vague and/or general. They may be random, inappropriate, or barely apparent. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning.

- may have severe problems with usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.

- may demonstrate an assortment of grammatically incorrect sentences. Some statements may be either incoherent or unintelligible.

- may display severe errors in mechanics.

Note: Errors may interfere with comprehension.

GRADE 6 DESCRIPTIVE WRITING SCORE POINT 1

Big westmoorer Gym

Big it got a nice floor
and it got a nice window
and it got nice grab do
I liked the painting what they did on the windows
to and I liked the Sorad board to I liked the
walls to and I liked the color what they got in the
bathroom also. westmoores building look good to and the
color what they got to that made restroom look
fine. and made it look good so they can
talk about it to

This response shows an inadequate command of descriptive writing. The few details given are general (big, nice, good). The response also lacks a sense of planning. In addition, the numerous errors interfere with comprehension.

GRADE 6 DESCRIPTIVE WRITING SCORE POINT 1

The biltmore house is very beautly I like it because I
has many dipfient things like flowers, lakes, and trees and
something on christmas it has lights on it. It is very
beautly it has lights on the trees and on the top of it. It has
many difrent kinds of flowers like daw, tuglis, rose and
It has four little Cabes and it has lots of trees tallas
smaring every little one and they have waterfall
little one at that and something they have lights in
the waterfalls and lakes they have rubber skunks to go
in the flowers

Overall, this response evidences an inadequate command of descriptive writing. It lists features in a random fashion giving the reader no sense of planning. Although there is some specificity (daisies, tulips, roses, rubber skunks in the flowers), the numerous errors interfere with comprehension.

East Flat Rock School is brik. It has a lot of shrubs around it. The roof is big and part of the wall is painted It has a lot of doors and windows. It has a reddish color to it. the shool has a lot of steps and walks. It has sharp corners on the outside

While this response does focus on the outside of the school, the details are random and general (big, part of, a lot of) rather than specific. There is little evidence of planning.

2 = The response indicates a limited command of description.

Writing samples in this category:

- may not have an opening and/or a closing. There is a mixture of general and specific details. They are presented with little, if any, elaboration, producing a list-like response--highlight papers. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea.

- may display numerous errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

- may display numerous serious errors in mechanics.

Note: Errors may interfere somewhat with comprehension.

GRADE 6 DESCRIPTIVE WRITING SCORE POINT 2

My House

The outside of my house has red bricks with a red garage made of wood. It also has a utility room with red walls made of wood. The front door is a white color with flowers hanging on it. The porch has a big glass door. My house also has red shutters with curtains. There is a big white door on the garage. The top of my house has a chimney.

Although there are some specific details in this response (red bricks, wood), it is mixed with general details (white color, flowers, big). There is an attempt at organization, and the response does stay focused on the outside of the building. More specific and elaborated details are needed for a higher score.

GRADE 6 DESCRIPTIVE WRITING SCORE POINT 2

The biggest house I have ever seen is down at my grandma's it is a two story house. It is made of bricks. The bricks are red and black. They are tiny squares with little holes chipped off the sides of some bricks. The house is tall like the trees in the yard. It has 4 small windows and 2 large windows on the front side of the house. The house has a big glass door. The roof is big and white. The house is very colorful. There are red petunias all around the house and there are baskets of flowers on the porch next to the chairs.

This response includes general details (small, large, big) but has enough specific details (the bricks are tiny squares with little holes chipped off the sides of some; tall like the trees; red petunias) to show a limited command of descriptive writing. There is also evidence of an attempt at organization in locating the windows and the flowers. More elaboration of the features using clear, specific details is necessary for a higher score.

First When you first come up to our school building you can see A fence. And now there Are two parking lots. One is gravle, And the other one is, pAvement. And there Are big butiful bushes in front of it And there Are sawdust Around them. On down the side of the building the is An old little building, And there is pAvement Around it. And A little playground, for the hardicap. In the lower, build It. Also has A, fence Around it. Our playground is Alot large, that the other one. It has on lower down field it has monkey bArs with sAnd Around it, to the oppisite corner of the field is A, blAck top with basket bAll hoops. And we Also have four squAre boxes, witch some people loves to play on them Sometimes the buses, pArk on one of the blAck tops. And on weekends the buses, Are pArked in the pArking, lot. And Also in the Afternoon. Also

About the school Our school building is also old. And it has two floors Alot of window AS you can see. when you come in. And just A few doors down its when you enter the building And they is what our school building and outdoors looks like.

This response presents specific details with some elaboration accomplished through location (gravel lot, sawdust around them, monkey bars with sand around them) as well as general details (big, beautiful, old, little, a lot larger). However, the attempt to locate the features leads to confusion and some lack of clarity. In addition, errors interfere somewhat with comprehension. Better organizational control and more elaboration of the features using specific details are necessary for a higher score.

STOP

3 = The response indicates a partial command of description.

Writing samples in this category:

- may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus. Some "3" papers are sparse--they have several clear, specific details with a little elaboration, and they are organized and controlled. Occasionally, a paper will ramble somewhat, repeating ideas or adding an idea for no clear reason, resulting in a lengthy response that otherwise would be sparse. Other "3" papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

- may display a pattern of errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be errors in sentence construction.

- may display a pattern of errors in mechanics.

Note: Errors may interfere with readability.

My house is green and very big. It has many windows and some white shutters. It has four doors, a front door, which is white, a side door, a small basement door, which are white also, and a sliding glass door on the rear. My house also has five steps that lead to the side door.

The porch on my has is cement with black porch poles on the front. On the hiden side there are blocks at the bottom, they are also green. My house has many white shingles on both the new part and the old part. All three eves of my house are white and have a vent on them. Not all of our windows have screens. There is also one window with a hole in it from a bee-bee. There is a chimney in the roof of my house it is painted white. I have a nice house.

This response has some specific details with a little elaboration (sliding glass door, five steps that lead to the side door, cement porch with black porch poles on the front). However, the writer does not demonstrate consistent control of the strategy when the response moves from the roofs, to the windows, then to the chimney on the top. This response needs more elaboration of the details and a better organizational strategy to move to a higher score.

My house is brick. It has charming flowers all around the front. It also has a medium picture window in the front. The house looks very atractive from the road.

The bricks on my house are amazingly old. Some are different colors from the others due to weather and because we built on to it and had more modern bricks. The bricks make our house look much more safisticated.

The flowers around our house are all different kinds, for example we have roses, tulips and manny others. We have them so they bloom all year round. Flowers are very satisfying.

Our unique picture window is clear so you can see all our garyard. The window has screens hooked on to the sides so air can get in when its hot. The window brings lovly views

I like everything about our house. It provides a place to live and it extremely useful for our daily needs. I am thankful to own it.

This response, which shows a partial command of descriptive writing, has some clear, specific details with a little elaboration (picture window in the front, different flowers around the house, for example, roses and tulips), but the organization of the response is weak with abrupt shifts from the house to the yard to the windows. A more consistently maintained organizational strategy and more elaboration are necessary for a higher score.

One day I was walking to the store at some bread and I tripped and hit my head on a rock. Suddenly I pictured a tall and wide yellow brown and a bit of red house that I'd bade seen before. The house had little green trees shaped liked Chrismas trees surounding the house. And out in front of the house was a cement stackue of a man with water shooting out of his mouth and out of a jug he was holding and at the bottom of the man feet was small, gold fish swiming around. And the thing that really got my attenion was a beautiful pond with grown up geese swimming around catching fish. And the sun beened down on the pond and the geese making the geese look like golden birds and the pond like a stream of lightly colored gold. I woke up on the gound with peopl. starring at me thinking I was dead so I got the bread and went home.

This response, which uses a narrative approach to the descriptive task, is organized and has some specific, elaborated detail (the description of the statue and of the pond area). It needs additional elaborated visual detail to evidence more than a partial command of descriptive writing.

4 = The response indicates a command of description.

Writing samples in this category:

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare unelaborated details.

- may display some errors in usage, but no consistent pattern is apparent.

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be few errors in sentence construction.

- may display some errors in mechanics, but these errors will not constitute a consistent pattern.

The building I have chose to write about is my old house I used to live in. The house was a dark mud brown with a stone chimney and fore house, the middle of the forehouse. There is a two car garage that stood infront of the left side of the house. The garage was attatched to the laundry room.

Beside the garage there was a cement walkway going to the house. The walk was a very light brown, almost a cream color. The walk lead to one step that went to the front door. There were bushes that lead to the front door also. The bushes were a spectacular green. In the winter the bushes looked dead because the leaves stayed on until spring.

The rocks beside the bushes stuck out about an inch. the rocks weren't that large, they covered almost $\frac{1}{3}$ to $\frac{1}{2}$ of the fore house! The main window was in the middle of the rocks. The window was really 9 different windows. The windows were about 3 feet long with little wooden squares in the middle.

Beside the rock was a bedroom window. It was a large window for a bedroom though. The glass was extra, extra hard. At the back of the house was another bedroom window that was the same size as the other one.

The back door was a sliding glass door and was about 6 and a half feet tall. It was also hard. The porch was about where the back door was. The bedroom window. It was about the size of both bedrooms put together! It slid also.

The writer of this response shows a command of descriptive writing. There is a consistent focus on the outside of the house, and there are specific details in the first and second paragraphs some of which are elaborated. However, there is some lack of clarity in the third paragraph, and the fourth paragraph is a mixture of general and specific details. More effective elaboration and stronger connections between ideas are needed for a higher score.

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I am describing the Harris residence on 512 Red Bud Rd. The front of this house has two alabaster double doors with a shiny brass knob on each.

To the right are two storm windows spaced apart by a brick wall. After these windows there is a larger bay window. You must keep on going straight and then make an abrupt turn to the left. When you have turned to left of this sloped-roofed house you will encounter two large brownish garage doors with a smaller door of the same color in the middle of these doors.

If you go left again you will see a big window surrounded by wood. Under this window and to the right are two smaller basement windows. After this there are steps going in an "L" shape to the wood deck. If you look up, a large, square sky-light gleams up upon the roof. Two windows engulfed in the sloping roof stand out to the viewers eye. Getting back to the deck you see a small door preceded by two larger storm windows.

To keep going you must walk down the deck stairs. If you turn to the left an average-sized square window followed by a smaller rectangular window to a short brick wall with one petite lonely window in the side.

You must turn left again a bay window is in your sight. You're in the home stretch! Two more storm windows follow and your back to the two double doors!

This response exhibits a command of descriptive writing. The focus is consistent, and the writer's strategy of taking the reader on a visual tour of the house locating each feature in relation to the previous feature provides effective organizational control. While some details are specific, others are general (larger and smaller are frequently used as descriptors). The response needs more specific elaboration for a higher score.

I picked a huge, beautiful Victorian building. This building is a very old home. It has many trees around it, that hang down, swinging right down on the roof. It has a huge yard, with bush, green grass, with the fresh smell of freshly cut grass.

There are many curves and points built into the house, that stand out and make the house even more beautiful.

It's color is almost of a lilac, like a pale purple. The roof blends very well with that color. It is a darker color of the home a sort of maroon, but a darker purple.

This house sits on the corner of a street, for all the people going by to see.

There is ivy growing up one side of the house, winding around, reaching for the top of the house. Try to see how high it can go.

There is a long, wide path going halfway around the home, with a roof going over top of it.

There aren't too many windows in the house, but when there is a window, it's pretty big.

All this home's surroundings work well with it. The trees with their branches,

sweeping over the high roof; the grass, so lush and green; the style of the house, so beautiful and perfect; the ivy, winding it's way around the house; the porch, showing off even more beauty; and that is why I picked this lovely, set back, Victorian home.

Although this response exhibits a command of descriptive writing, additional descriptive information would strengthen the development of the response. The writer gives specific details (curves and points built into the house) but the elaboration on the details is vague and general (that stand out and make the house even more beautiful). There is an overall progression in the response, but stronger organization would also contribute to a higher score.

5 = The response indicates a generally strong command of description.

Writing samples in this category:

- have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically; however, there may be a lapse. The key ideas are developed with appropriate and varied details. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
- have few errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
- have few errors in mechanics.

A building that I have seen is the planetarium. It has an old chipped cornerstone with a date on it that I can't remember. There is a giant dome outside on top of the building and it looks like someone dropped a giant 8-ball onto the roof. The weather beaten old bricks are still holding together although they do look a little loose. Fungi or Algae or something like that is growing near the base of the bricks. On sunny days the huge sundial slowly tugs its thick, heavy shadow around waiting for night so that it may rest. The planetarium is over 100 feet long, 75 feet wide and 90 feet high. There are metal gratings along the sidewalk which noone can see into. Alongside the building are little rectangular pits so that when you look in all you see is cigarette butts, bottles and a bathroom window. Sitting on the highest peak of the planetarium sits the Observation telescope which with every elevation, decent, or rotation it lets out a soft grinding noise.

The writer of this organized, focused response takes some compositional risks with the use of vivid, visual imagery (weather beaten old bricks, the huge sundial slowly tugs its thick, heavy shadow). Although the response does show a generally strong command of descriptive writing, it needs more development for a higher score.

The building I'm describing is my grandmothers house. The last time I saw the house it was painted an olive drab. At the front there is a porch with a walkway coming up from the sidewalk to some stairs that lead up onto the porch. The stairs and floor of the porch are painted dark brown. Along the front of the porch there are benches. The porch is abokut three feet off the groknd and is about ten feet long. Railings go all the way around. The front door leads out onto the porch. There are three chairs on the porch and some flowers behind them. There is also a side door into the house at the left of the garage. The roof is made out of tin and when it rains the roof makes a thunking noise.

There is a mailbox hanging beside the door on the porch. There are two windows on the left side of the house and are looking out over the porch.

To the left of the house there is a small 5' wide yard that runs down the side of the house. To the left of the yard there is a fence that leads to the side of another house. The side yard leads to a back yard that is also fenced off. The back yard is about ten feet wide and twenty feet

long with those kind of telephone pole clothes line in the middle. To the right of the line there is a door that leads into the garage. Behind the garage there is about a two foot piece of land between the fence and the garage. Starting back at the porch to the ~~left~~ right the house turns left and goes about five feet and turns right again and goes about seven feet to the driveway. along the rest of the front are bushes and lawn. The driveway starts at the one-car garage and goes fifty feet to the road. To the left is the house and to the right is the lawn of the house next door. Oh that yard is a pine tree. Along the right of the garage there is a flower bed.

This response shows a generally strong command of descriptive writing with its detailed and thorough description of the house. The writer consistently focuses on the outside of the house, and there is a clear organizational strategy which adds to the sense of completeness and unity. More vivid word choice and better transitions are necessary for a higher score.

My home

I'm describing a house, a house I often see. That house is my home. My house is big, but it is not as big as a mansion. It has glass windows with white pains. The window shutters are brownish-tan, and are movable from the inside. My house also has four porches that are brown with white railings.

Our front porch is the main porch. It has white railing with plants and flowers on each side. There is also four beautiful columns holding up the car-port roof.

The side porch is connected to the front porch. It is mainly a place for looking around and seeing other houses and buildings. It also has white railing, but not any plants or flowers on it.

My favorite porch is the back porch. The back porch has a picnic table for eating outside during warm summer nights. It too has flowers and plants around it. We often call it the back porch deck.

The last porch is the sun porch. There you can find my grandmothers favorite flower arrangments. We call it the sunporch because most of the sun shine in the house is on that porch. You can even eat on that porch too.

The last thing I'm going to tell you about is our roof. Up there you could find three operable chimneys connected to the three fireplaces inside our house. The roof itself is a

dark green. We really only go up there to fix and repair shingles and small water leaks.

So if you have a house at big as mine, you would probably think that it is a great big task to take care of it.

This response focuses on the outside of the house with particular attention to the porches. It progresses logically and has a sense of unity. There are clear and specific details which are elaborated. However, the development is weak in the second and the third paragraphs. The response needs additional descriptive information for a higher score.

6 = The response indicates a strong command of description.

Writing samples in this category:

- have an effective opening and a closing that ties the piece together. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. Many of these writers take compositional risks resulting in highly effective, vivid responses.
- have very few, if any, errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
- have very few, if any, errors in mechanics.

The Notre Dame Cathedral is certainly the most fascinating edifice in the entire capital city.

This immense place of worship is really a giant piece of art. The cathedal is made out of white marble blocks carved into lovely pillars, stairways, and windows. Marble towers sprout out of the walls and peer over the huge trees surrounding the building. The pointed, slanting rooves of the towers are decorated with hideous, but intricately carved grotesques. The grotesques, and their brothers the gargoyles, serve as drainage sports for the cathedral.

Upon approaching the cathedral, one is awed by the immense care given to the tiniest detail of this glorious building. The tippy tops of the pillars are rippled like waves and the flying-butt--resses have floral designs carved into them. Even the windowsills are tiny works of art. Gargoyles hewn out of white marble glare down at the ground like caged animals. Figurines of angels and holy people guard the huge oaken pair of double doors, while others recline on tiny ledges by the stairway leading to the doors.

The catheral is fasinatingly immense and wonderfully beautiful. Its artistic quality and the great care given to its construction make it the most beautiful building in Paris.

This response shows a strong command of descriptive writing. Highly effective word choice helps the writer of this response to vividly elaborate the details (gargoyles hewn out of white marble glare down at the ground like caged animals). In addition, the variety of cohesive devices enhance the response's logical progression.

BEST COPY AVAILABLE

The building I am going to describe is the North Carolina Bell Tower. The Bell Tower's base is big and very wide. It is fifteen by eleven feet long. On the north side of the building there is a plague. It dedicates the the building to the university. On the east side of the Bell Tower, there is a picture of the university and how it has changed from 1789 to 1986. On the south side of the building there is a North Carolina state flag. The west side is blank.

The Bell Tower is a long and skinny building like the Washington Monument. There is nothing but brick for 120 feet going up, but then you come to a huge clock. This clock big as a garbage truck, has its biggest hand six feet long and the smaller hand four feet long. The numbers each take up two feet. The diameter of the clock is nine feet. What makes this clock unusual is not only its size but the way it works. Each side of the Bell Tower has a clock. They are hooked together with a wire. Each clock has a wire leading to it. The wires met at the bell. When the clock changes to an hour, the wires pull together. The tugging of the wires sounds the bell.

About twenty feet up from the clock is the top of the tower. The last ten feet of the tower is metal. The metal comes together to form a point at the very top. The point is only four inches wide. The last four feet of the tower has lines. Those lines are every six inches. They are very hard to see.

The Bell Tower is a beautiful building. It shows the history of the university. It also shows a great way of building something. The Bell Tower is a building that everybody should see.

The writer of this thoroughly detailed response exhibits a strong command of descriptive writing. The response has effective comparisons (a long and skinny building like the Washington monument; this clock, big as a garbage truck) to help the reader visualize the Bell Tower. Locators (On the north side) and specific sizes (nothing but brick for 120 feet) add to its development. The closing also helps to tie the pieces of description together and thus to unify the response.

The building I am discribing is a house that I will move into soon. It is a very modern house, painted grey and with a peaked roof. On a front door there is an item posted that looks like a bumper sticker. It has a black background, and in gold letters it states, "No Soliciting". There is also a walnut-colored sign that has the sign of the cross on it. This color nicely compliments the tan door. There are windows all across the front, revealing the carpeted rooms inside. This house has two stories, with windows all across the top story as well.

The left side of the building is much the same as the front. If you were walking along this side, however, you would notice a garden behind you. This garden has a beautiful fountain, throwing up water in many directions.

Proceding around to the rear, you would probably notice a smaller, one-story house to your left. This is clearly the guest cottage. This house has not been painted, but has been stained a very dark brown. The small deck surrounding the cottage has been stained the same color.

The rear of the house has a set of steps going up to the first of two levels of balconies. If you were to walk across the black surface of this lower balcony, you could peer in the windows that almost totally cover the outside wall. The only places were there are not windows is where the interal wall separates the rooms inside. The upper level of the balconies is appearently inaccessable from either the ground or the lower balcony. The upper balcony is also painted black.

The right side of the building has only one door, and only one window peeks out from the upper story. This floor-to-ceiling window has a balcony, separate from those in

the rear. Parallel to this concrete wall is a small, fenced-in area used to hold garbage.

Going up a few steps, and around the sides on the brick walk would bring you back to the front of the house.

This is a thoroughly detailed response that is organized around a controlled tour of the house from front to side to back to side to front. Although there are only moments of vividness, the precision of the word choice and the thoroughness of the elaboration redeem this weakness. Overall, the response shows a strong command of descriptive writing.

STOP

ANALYTIC SCORING GUIDELINES

SENTENCE FORMATION

3. All sentences are complete and often varied in length and structure. The paper reads smoothly from sentence to sentence. There are few run-ons or fragments.

2. There is basically good sentence structure with occasional awkward or confusing constructions. There may be several run-ons or fragments.

1. There are many problems with sentence structure. Simple sentence patterns are used. Sentences are short, somewhat childlike and repetitious. Run-ons and fragments are common.

MECHANICS

3. Punctuation and capitalization are consistently appropriate for grade level. There are few or no spelling errors in words appropriate to grade level.

2. Use of punctuation and capitalization is adequate but will contain certain errors. Several spelling mistakes may be present, or the same mistake may be repeated.

1. Capitalization is erratic and basic punctuation is omitted or haphazard. There are too many errors in mechanics which interfere with communication.

WORD USAGE

3. Vocabulary is carefully and imaginatively used. There are few or no problems with subject-verb agreement, correct forms of verbs, selection of pronouns, possessives, etc.

2. Vocabulary is acceptable in scope and appropriateness. Some difficulties with agreement, verbs, pronouns, possessives, etc., may be manifest.

1. Vocabulary is quite limited; the essay evidences too many errors in agreement, verb forms, pronoun choice, possessives, etc., which interfere with communication.

DEVELOPMENT

3. Response is clearly elaborated, well organized, detailed enough to enhance clarity, follows from a main idea to a logical conclusion.

2. Details are clear and specific, but they may be unevenly elaborated or poorly organized.

1. Few details are included in a very brief response. If present, details are vague and sketchy.

Big westmorer Gym

Big it got a nice floor
and it got a nice window
and it got nice grak do
I liked the painting what they did on the windows
to and I liked the Scrad board to I liked the
walls to and I liked the color what they got in the
bathroom color. westmores building look good to and the
color what they got to that made restroom look
nice and made it look good so they can
talk about it to

SENTENCE FORMATION = 1
There are many problems with run-ons and fragments.

MECHANICS = 1
Mechanics (punctuation, capitalization, and spelling) errors interfere with comprehension.

WORD USAGE = 1
Vocabulary is limited and vague (nice, look good), and there are numerous errors in agreement and in verb forms.

DEVELOPMENT = 1
The response is very brief and lacks specificity.

My house is green and very big. It has many windows and some white shutters. It has four doors, a front door, which is white, a side door, a small basement door, which are white also, and a sliding glass door on the rear. My house also has five steps that lead to the side door.

The porch on my has is cement with black porch poles on the front. On the higher side there are blocks at the bottom, they are also green. My house has many white shingles on both the new part and the old part. All three eves of my house are white and have a vent on them. Not all of our windows have screens. There is also one window with a hole in it from a bee-bee. There is a chimney in the roof of my house it is painted white. I have a nice house.

SENTENCE FORMATION = 2
Sentences are basically good with a few errors and awkward constructions.

MECHANICS = 2
Punctuation and capitalization are adequate; there are a few misspelled words.

WORD USAGE = 2
Vocabulary is acceptable and appropriate.

DEVELOPMENT = 2
Details are clear and specific (white shingles, three eves) but not elaborated.

The building I am disaibing is a house that I will move into soon. It is a very modern house, painted grey and with a peaked roof. On a front door there is an item posted that looks like a bumper sticker. It has a black background, and in gold letters it states, "No Soliciting". There is also a walnut-colored sign that has the sign of the cross on it. This color nicely compliments the tan door. There are windows all across the front, revealing the carpeted rooms inside. This house has two stories, with windows all across the top story as well.

The left side of the building is much the same as the front. If you were walking along this side, however, you would notice a garden behind you. This garden has a beautiful fountain, throwing up water in many directions.

Proceding around to the rear, you would probably notice a smaller, one-story house to your left. This is clearly the guest cottage. This house has not been painted, but has been stained a very dark brown. The small deck surrounding the cottage has been stained the same color.

The rear of the house has a set of steps going up to the first of two levels of balconies. If you were to walk across the black surface of this lower balcony, you could peer in the windows that almost totally cover the outside wall. The only places where there are not windows is where the internal wall separates the rooms inside. The upper level of the balconies is apparently inaccessable from either the ground or the lower balcony. The upper balcony is also painted black.

The right side of the building has only one door, and only one window peeks out from the upper story. This floor-to-ceiling window has a balcony, separate from those in

the rear. Parallel to this concrete wall is a small, fenced-in area used to hold garbage.

Going up a few steps, and around the sides on the brick wall would bring you back to the front of the house.

SENTENCE FORMATION = 3
Sentences are varied in length and structure, and the response reads smoothly from sentence to sentence.

MECHANICS = 3
Mechanics are consistently appropriate.

WORD USAGE = 3
Vocabulary is carefully and imaginatively used (peaked roof, color nicely complements).

DEVELOPMENT = 3
The response is elaborated and detailed enough to enhance clarity.

STOP

NEW MEXICO PORTFOLIO WRITING ASSESSMENT

1992

SCORING GUIDE

GRADE 8 - PERSUASIVE

This is the prompt 8th Grade students used when writing the following papers. It may be used for practice with your students.

> Think about where people live. People live in small towns, large towns or even big cities. Some people live on farms or in houses in the country. Think about where it is best to live and why. Choose the one place where you would like to live. Write a report giving reasons why you think it is the best place to live.

NEW MEXICO PORTFOLIO WRITING ASSESSMENT - PERSUASIVE SCORING RUBRIC

STRONG COMMAND OF PERSUASION	GENERALLY STRONG COMMAND OF PERSUASION	COMMAND OF PERSUASION	PARTIAL COMMAND OF PERSUASION	LIMITED COMMAND OF PERSUASION	INADEQUATE COMMAND OF PERSUASION
SCORE POINT 6	**SCORE POINT 5**	**SCORE POINT 4**	**SCORE POINT 3**	**SCORE POINT 2**	**SCORE POINT 1**
Has an effective opening and closing that ties the piece together	Has an opening and a closing	Generally has an opening and closing	May not have an opening and/or closing	May not have an opening and/or closing	May not have an opening and/or closing
Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and has a single focus	Relates to the topic and usually has a single focus; some responses may drift from the focus	Some responses relate to the topic but drift or abruptly shift focus	May state a subject or a list of subjects; may have an uncertain focus that must be inferred
Well-developed, complete response that is organized and progresses logically; writer takes compositional risks resulting in highly effective, vivid responses	Key ideas are developed with appropriate and varied details; some risks may be taken and are mostly successful; may be flawed, but has sense of completeness and unity	Development may be uneven with elaborated ideas interspersed with bare, unelaborated details	Some responses are sparse with clear, specific details but little elaboration; others are longer but ramble and repeat ideas	Details are a mixture of general and specific with little, if any, elaboration, producing a list-like highlight response	Details are general, may be random, inappropriate, or barely apparent
	Organized and progresses logically, but there may be a lapse	Some responses are organized with little, if any, difficulty moving from idea to idea; other responses may ramble somewhat with clusters of ideas that may be loosely connected, but an overall progression is apparent	Some responses have elaborated details but are interrupted by organizational flaws/lapses or by lack of transitions	Attempt at organization; some attempt to control details but few, if any, transitions	Some lengthier papers are disorganized and difficult to follow; may show no sense of planning
Very few, if any, errors in usage	Few errors in usage	Some errors in usage, no consistent pattern	May display a pattern of errors in usage	May display numerous errors in usage	May have severe problems with usage including tense formation, subject-verb agreement, pronoun usage and agreement, word choice
Variety of sentences and/or rhetorical modes demonstrates syntactic and verbal sophistication; very few, if any, errors in sentence construction	Syntactic and verbal sophistication through a variety of sentences and/or rhetorical modes	May demonstrate a generally correct sense of syntax; avoids excessive monotony in syntax and/or rhetorical modes; may contain a few errors in sentence construction	May demonstrate excessive monotony in syntax and/or rhetorical modes; may display errors in sentence construction	Excessive monotony in syntax and/or rhetorical modes; may contain numerous errors in sentence construction	May contain an assortment of grammatically incorrect sentences; may be incoherent or unintelligible
Very few, if any, errors in mechanics	Few errors in mechanics	May display some errors in mechanics but no consistent pattern	May display a pattern of errors in mechanics NOTE: Errors may interfere with readability	May display numerous serious errors in mechanics NOTE: Errors may interfere somewhat with comprehension	May display severe errors in mechanics. NOTE: Errors may interfere with comprehension.

1 = The response indicates an inadequate command of persuasion.

Writing samples in this category:

- may not have an opening and/or a closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Details are vague and/or general. They may be random, inappropriate, or barely apparent. Some of the lengthier papers are disorganized, making them consistently difficult to follow. Others will relate to the topic but will have an uncertain focus. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning.

- may have severe problems with usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, and word choice.

- may demonstrate an assortment of grammatically incorrect sentences. Some statements may be either incoherent or unintelligible.

- may display severe errors in mechanics.

Note: Errors may interfere with comprehension.

GRADE 8 PERSUASIVE WRITING SCORE POINT 1

I would love to live in a small town, but in a big mansion. I would have a big mansion and the house would have about ~~se~~ twenty bedrooms. the bedrooms would be huge. I would have the biggest bedroom of all. I would have a huge kitchen. The dinning room would be big and have a big elx would table. Over the table would be a big shandleir.

This brief response gives no clear reasons to explain why the writer would like to live in a small town. It merely describes the kind of house the writer would like to have.

GRADE 8 PERSUASIVE WRITING SCORE POINT 1

Place

I think the best place to live is a small town because you know everyone cause its so small you would just know people Another reason is there wouldn't hardly be any bad people cause there wouldn't be anything to steal or people to murde or rape. That's why I think the best place to live is a small town.

This response does give two reasons to support the writer's choice of a place to live. The first reason is bare and not clearly stated (why would you know everyone in a small town? You would just know people in a big city too). The second reason also lacks clarity (if there are people there is something to steal and someone to rape). This is a minimal response to the topic and shows an inadequate command of persuasive writing.

Place

I would like to live in Orlando Fl. It has beaches, pools and beautiful Grils, and Nickladen Studos. You can swim in beaches, and pools. You can visit Nickladen Studies, and be on T.V. You can visit M&M Studies. That is Disney world You can visit the Indaina Jones and the stunt spectecular.

This minimal response to the persuasive task is simply a list of things to do in Orlando, Florida. There is no sense of planning or sense of an organizational strategy in the response. Some discussion of why these things are important to the writer is necessary for a higher score.

2 = The response indicates a limited command of persuasion.

Writing samples in this category:

- may not have an opening and/or a closing. There is a mixture of general and specific details. They are presented with little, if any, elaboration, producing a list-like response--highlight papers. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions making it difficult to move from idea to idea.

- may display numerous errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

- may display numerous serious errors in mechanics.

Note: Errors may interfere somewhat with comprehension.

GRADE 8 PERSUASIVE WRITING SCORE POINT 2

Place

A good place to live is Florida or Seitle Key in Sevarida it has some good things like the beach and the sea and the chicks there are the Good things about that part of Florida and the bad ones are the fire ants they bight you and it hurts for days (5)

Florida is hot and it never snows there and it is good so you can boogie board - surf skiing board and ecet

You can be skin diving and that is fun sometimes if you dont get bit by a Sherk, barecooda and something harmful thing that will come your way one day and you wont see one the next mounth that you are skin diving

Florida is nice because it is never colder than 60° degrees and in the summer it is never under 80° degrees or over 110°

This response has abrupt shifts in focus because of the negative information (fire ants, shark, barracuda) that does not support the choice of Florida as the best place to live. Other details are presented without elaboration. There are numerous errors that interfere with comprehension. In order to show more than a limited command of persuasive writing, the writer needs to sustain the focus of the response and develop the information.

GRADE 8 PERSUASIVE WRITING SCORE POINT 2

Place

I think the best place to live is high in the Rockey Mountains the reasons why are if the river floods you are safe and when it is winter you can ski. Plus I like the mountains because you can see a lot of Different Kinds of animals and it isn't so hot as to cold. If you are a hunter you would like the Mountains also. There are deer, elk. And several Different kinds of bird. Those are the reasons why I like the mountains.

This response presents a list of details; some general (go on trails, different kinds of animals, not too cold or hot) and some specific (ski, hunt deer and elk) to support the choice of the Rocky Mountains as the best place to live. While the discourse is sustained long enough to show a limited command of persuasive writing, more specificity and more elaboration are necessary for a higher score.

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This place is a very hamble place. This place has fresh water steming. This place has a large amount of wild life and the wild life is qust in your back yard. In this place you can ski on bright soft powder that shines as bright as the sun it self.

In This place you can pick wild flowers in in the warm air of spring. This place is in Colorado in the Rockery mountain so that were I I like to live in the mountains.

The house I'd live in would stand out of place in a place were ~~evering~~ every big and little thing fit so perfect. I would have a state of the art house.

You that were and what I'd like at and in.

This response has several reasons for the writer's choice of Colorado. Only one, however, is clear and specific with even some elaboration (ski on bright, soft, powder that shines . . ..). The other reasons are general (large amount of wild life, pick wild flowers, state of the art house). If there is an organizational strategy, it is not readily apparent. More elaboration of the ideas is necessary for a higher score.

3 = The response indicates a partial command of persuasion.

Writing samples in this category:

- may not have an opening and/or a closing. The responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus. Some "3" papers are sparse--they have several clear, specific details with a little elaboration, and they are organized and controlled. Occasionally, a paper will ramble somewhat, repeating ideas or adding an idea for no clear reason, resulting in a lengthy response that otherwise would be sparse. Other "3" papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

- may display a pattern of errors in usage.

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be errors in sentence construction.

- may display a pattern of errors in mechanics.

Note: Errors may interfere with readability.

Place

I think the country would be the best place to live, because it is peaceful and most of the time it is quiet. Also, if you have alot of horses or dogs they have room to run around instead of being in small cages.

I would like to live there because, there ~~are~~ is plenty of room to ride horses or play games. You have plenty of room to maybe get a swimming pool or a trapeler.

Out in the country there is alot of space, it's quiet, and peaceful. The reason I chosed the country is because I've lived there for a while before I moved here and the country was really fun. It hade a pond near it and close by was a real good hunting area. It was one of the most peaceful and quiet. Then I moved to large town.

While this response presents a number of details to support the writer's choice of the country, the response has weak organization and is unnecessarily wordy (plenty of room). While the writer does show a partial command of persuasive writing, better control, more specificity, and more elaboration are needed for a higher score.

Peace

I would like to live in the country. It is a good place to live because it is very Quiet. Nice, pleasing, comfortable, realaxing, and buetiful. When a person moves to the country it is very wonderful because there is just about 100 people who live in that town or even 200 to 300. you get to Know people, and people get to Know you. In the country in the winter it is very nice because you can sit look out your window and see nothing but snow, and the deer and rabbits run by. Go to the nearest pond and Iceskate with the other people or even have snowball fights. But it is nice in the summer too because it would be very nice to sit outside down by the lake Bardeaue and swim for a little while and in the summer the towns people even have little get togethers.

This response has a number of clear, specific details (deer, rabbits run by, ice skate, snowball fights), but there is little elaboration. The organizational strategy is clear. More development is needed for a higher score.

I would like to live in St. Louis, Missouri. It is a beautiful place. I like large towns where there is always something going on. I like a fast paced world and St. Louis is very fast paced.

St. Louis has many shopping malls to buy clothes or anything you could ever possibly need. They have at least 5 big shopping malls that I know of.

If you like baseball, St. Louis is the place to be. Busch Stadium, home of the Cardinals, is right in St. Louis. There are many things to see in St. Louis, such as the brewery, where they make beer. It is fascinating.

During the summer, it is hot there. It is the perfect weather to go swimming. Their winters are cold and snowy, you would be sure to have a "White Christmas".

During the baseball season, or anytime, it is possible to meet some very famous people like Ozzie Smith. (He is the shortstop for the Cardinals)

cont.

St. Louis is probably the ultimate place to live. With shopping malls, great Italian restaurants, baseball, great weather, famous people, and Six Flags how could you pass it up.

Six Flags is the best amusement park in Missouri, and if you lived in St. Louis you could go almost every weekend.

St. Louis is the best place to live.

This response presents some elaborated details to support the choice of St. Louis, but it is poorly organized and lacks transitions. For example, the third paragraph talks about baseball and the brewery, the fourth about summer and winter, and the fifth returns to baseball. The afterthought about Six Flags at the end is particularly intrusive. More control of the writing is necessary to demonstrate more than a partial command of persuasive writing.

STOP

4 = The response indicates a command of persuasion.

Writing samples in this category:

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare unelaborated details.

- may display some errors in usage, but no consistent pattern is apparent.

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be few errors in sentence construction.

- may display some errors in mechanics, but these errors will not constitute a consistent pattern.

I think the country would be the best place to live. The country is quiet and peaceful. It is also away from all the traffic and loud noises. The country is also a place where you cam wonder about and straiten things out.

One reason why the country would be a great place to live is because it is quiet and peaceful. Their are not alot of cars and other things that cam disturb you. When your in the country, you are far away from all the racket and people that make living hectic. You can relax in peace. You wouldn't have alot of kids around to envade on your pirvacy.

My second reason is that you are away from all the cars (traffic) and other loud noises. The sounds of animals would be about all you would hear. You could hear the children from down the road playing, and not have to worry to much about them being hit by a car or kidnapped. You could hear the car comming and watch to see who it is also you would not hear all the confusion of the cars on the highway or the workpeople cutting hole in the ground to fix a broken pipe.

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My third and final reason is that you can walk about the country feilds of flowers and straiten things out. The country flowers are pretty, and they just take your mind off the things that are bothering you. It just takes you away to another place where nothing bothers you. There when you've got your mind cledred, you can think better and you can straiten out your problem.

I think the country would be the best place to live because of the reasons I have stated above.

While this response does present some elaborated ideas and is outwardly organized, the writer's second reason is really a repetition of the first reason (quiet and peaceful) with additional details which do not exhibit a logical progression. The writer moves from the sounds of traffic to sounds of animals to sounds of children back to sounds of traffic. Stronger connections between ideas, more logical progression, and clearer development are necessary for a higher score.

STOP

Place

What is the best place to live? Many people have wondered about this same question. I know where I would like to live. I am living in the place I've wanted to live almost all my life. It's a small city.

Throughout my life I've moved all around and I've experienced many different places to live. I've never felt really comfortable until I've moved here. (with my family)

Many people have different dreams of places they want to live. Some people want a place to live that's right for the job they do, for their family, or for just themselves. Some people never stay put. They just travel.

I like small to medium cities. I think cities like this are perfect for a family. Cities aren't as boring as the country would be. Yet they aren't as large as a very active, big city is. They seem to fit right in between.

Small cities have some excitement that a large city does. It even has the peacefulness that the country does. In small cities you get to know lots of people. In big cities you do, too, but in big cities you also see the activeness and business of tourists. In the country you may get to know your neighbor. (if you have one).

In a small city you can make lots of friends, and lots of people know other people. In the small cities friends go out to movies and friends just "hang out."

I think its the perfect place for the family. Parents can easily find jobs. Children can easily make friends.

In the country side, neighbors and friends may live miles away and your lucky if you can do much but stay at home. People on farms have it even harder, because they really can't do much but tend to thier farms.

Families in big cities have many children, along with thier parents, that get very stressful. It's rough. It seems that in big cities (from what I've seen) that many people, without children, live there.

The main reason I like small cities (the place I live now), is for the people and things to do. If it was my choice, I'd live here forever.

This response shows a command of persuasive writing. The writer effectively uses comparison-contrast to support the choice of a small city as the best place to live. However, the response does have a long, wordy introduction, and it rambles somewhat with clusters of ideas loosely connected. The idea of people and friends is repeated throughout the response leaving the reader with the feeling of wordiness. However, an overall progression is apparent. Better control and more development are necessary for a higher score.

Place

When I am an adult I hope to live in a suburb of a big city. By doing this I can balance an excellent job in a big city and have some pleasurable leisure time in a suburb. I am also very troubled when I must fall asleep in a loud, busy place such as New York. Thirdly, I want to be able to have a beautiful home in a calm, remote area and still be able to enjoy the sounds, sights and smells of hustle and bustle in New York city.

As I said, I'd like to balance a superb workplace and soothing time spent leisurely. Here's an example: the Big Apple has many well-paying jobs to offer although it is too busy for me to live in. West Hampton, a suburb of New York, is close enough to New York for me to work in the city, yet is the ideal place for calm nights and weekends.

I am a deep sleeper, although I have trouble falling asleep. This trouble is increased when I have loud, city noise at my ears. By living

in a suburb I can have sleepful nights and busy days.

Everyone wants a beautiful house, including me. I would love to have that wonderful house in a remote area, yet be able to enjoy the city. West Hampton, once again, is the picture-perfect place to accomplish this. I can have my great home in a quiet area, and still have the ability to squeeze the excellence out of the sights, sounds and smells of New York.

Therefore, as I've point out three times, a suburb such as West Hampton, New York is the greatest place for my dwelling. I can balance work and pleasure fall asleep calmly, and have a beautiful home, while enjoying the big city. You might just say I want "the best of both worlds!"

While this response has an overall progression and shows a command of persuasive writing, the writer repeats the basic stance several times (calm, peaceful nights, and busy days) and neglects to fully develop the ideas which support this choice. More elaboration is necessary for a higher score.

STOP

5 = The response indicates a generally strong command of persuasion.

Writing samples in this category:

- have an opening and a closing. The responses relate to the topic and have a single focus. They are organized and progress logically; however, there may be a lapse. The key ideas are developed with appropriate and varied details. Some writers take compositional risks and are, for the most part, successful. Although these papers are flawed, they have a sense of completeness and unity.
- have few errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There are few, if any, errors in sentence construction.
- have few errors in mechanics.

I like living in the United States of America. We have the freedom of speech, the freedom of choice and the right to a trial if someone tries to take our freedoms or rights away from us.

One thing that really shows our country in a positive eye is our freedom of speech. This allows people the ability to say any truth to anyone without punishment. In many other countries you could be fined or jailed for that.

Our freedom of choice lets us make our own choices that don't interfere with anyone's rights as long as it is within the law, you can do whatever you want.

If we tell an untruth about someone, or make a choice that breaks the law, or someone tells an untruth about us, we can take them to court. We can even take them to court if they make a choice that harms us or leaves the boundaries of the law. The court can be a judge or a jury of the offender's peers. The court isn't taunted by pre-conceived thoughts about a person, looks, or their attitude. Everything is judged fairly

and if the decision is not thought to be fair, the person may appeal and receive a new trial.

The right of free speech, the freedom of choice, and a fair trial make our country one of the best places to live.

Although this response has a few errors in conventions, the language is basically good with effective word choice. In addition, the writer has taken a compositional risk in choosing to use the philosophical concerns of free speech, freedom of choice, and a fair trial to support the choice of the United States as the best place to live. While there is some unevenness in the elaboration of the three reasons, the logical development and thoughtfulness of the response show the writer's generally strong command of persuasive writing.

STOP

Place

I would live in Australia. I would live near the Great Barrier Reef just by the beach. I would choose to live here because there are long beaches and clear blue water. I enjoy swimming and snorkeling and if I lived there I could do both. Wildlife, especially fish and sea creatures, is something I am very intreated in. Living by the Great Barrier Reef would mean that I could see the seas wildlife anytime I wanted to.

Then of course there is surfing. I have never surfed but I do skate which means I think I would like it alot. There is also windsurfing which looks just as good.

But I get bored of the same thing and Australia varies its climate and land.

In the outback it is a perfect place for a camp. I have always liked the plains in Africa and the outback offers almost as much wildlife. There you could take a 4 x 4 and just ride for fun. Or go looking animals such as kangaroos + koalas. It would be a nice way to spend a weekend.

And in the south there are some mountains where I could ski. There I could snowboard and snowmobile. I would ride for hours up hills and through trees.

Also, it's not like Australia is this 3rd world country. It is very modern and in places like Sydney I could skate. I would go shopping and just have a good time.

But still the main reason I would want to go is the sea.

This response exhibits a generally strong command of persuasive writing. While some ideas are nicely elaborated (the Great Barrier Reef and the outback), others are weak (surfing, the mountains, and modern Australia). However, the clusters of ideas are strongly connected. More even development is necessary for a higher score.

STOP

If I could choose where I wanted to live I would pick the Rocky Mountains. The Rocky Mountains have so much to offer. You would be side by side with nature. Nobody could bother you way up in the mountains. You could collect and make everything you needed for yourself. You could hunt and ski for free.

Way up in the high altitudes of the Rocky Mountains. There, all it would be is you and nature. The trees, the bears, the puffytailed bunny rabits, the thick pure white snow, and all the other beautiful things. They would all be there for you. Think of it, every night you could look out your cabin window and see wildlife roaming freely. Everything is free in the Rocky Mountains, even you. There would be no street lamps to block the view of the beautiful sky. You and all of God's creations are the only things up there.

When you live in the mountains you wouldn't have to pay any bills. There is no need for gas, you could burn wood in your stove. There is no use for electricity, the sun and moon give off light. And if it is to dark you could light a candle of start a fire in your fireplace. You wouldn't have a phone either. You could write letters or ski to the nearby town to communicate with people. Think about it no boss or teacher to yell at you. You could have everything to yourself.

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Up in the mountains you could have the joy of building your own log cabin. You could dip candles, chop down a tree for your fire. You would be able to hunt hunt or collect your own food. You would always have the feeling of accomplishment It really ~~when you do something on your own~~ feels great when you do something on your own.

When you live in the mountains nothing costs money. Every time you need food you could hunt down a deer or rabbit. There are also lots of eatable wild berries in the mountains. You wouldn't have to pay any resort to ski. Once you found an open area you could ski as much as you want. Nothing could stop you.

In my opinion the Rocky Mountains are the best place to live. Nobody could tell you what to do because you do as you please. The mountains have so much to offer physicaly and mentaly. Please consider this also, any night you wanted to, you could sit down in front of a cozy warm fire with a nice-hot cup of cocoa and listen to the sounds of the night.

This response shows a generally strong command of persuasive writing with its wealth of details which support the choice of the Rocky Mountains. An organizational lapse in the next to the last paragraph (the writer repeats the nothing costs money idea) prevents the response from receiving a higher score.

6 = The response indicates a strong command of persuasion.

Writing samples in this category:

- have an effective opening and a closing that ties the piece together. The responses relate to the topic and have a single focus. They are well-developed, complete compositions that are organized and progress logically from beginning to end. Many of these writers take compositional risks resulting in highly effective, vivid responses.
- have very few, if any, errors in usage.
- demonstrate syntactic and verbal sophistication through an effective variety of sentences and/or rhetorical modes. There will be very few, if any, errors in sentence construction.
- have very few, if any, errors in mechanics.

Place

The best place to live is Colorado. A big house near the Rocky Mountains would be the best. I chose this place because it is very beautiful, the people there are very friendly, and there are millions of fun things to do.

The Rocky Mountains are truely a beautiful sight and I would love to wake up to them every morning. There are snow capped mountains aparound, lots of beautiful wildflowers, interesting animals, and lots of trees. It is all together a neat sight.

The people at the place our family visited, were very nice. Friendly people add a lot to a community and this area was particularley friendly. Although the scenery is wonderful, I still think friendship is an important reason for chosing this place.

Keeping busy is one of my priorities and this place has millions of things to do. With friends, you can do orienteering, rapeling, hiking, horseback riding, rock climbing and rafting. If you like the outdoors, this would be the place for you. There's lots of interesting animals to watch too.

A house near the Rocky Mountains in Ester Park, Colorado would definately be the best place to live. Along with beautiful scenery and fun things to do, there are lots of

friendly people. It is a very modern civilized area and a great place to raise children or just admire the outdoor with friends and family. Above all places, this has to be the best!

This response while not as vivid as some "6" responses is controlled, organized, and evenly elaborated. Effective word choice and varied sentence structure add to the fluency of the response. The writer shows a strong command of persuasive writing.

Place

If I had chance of living anywhere in the world, I would live on the island of Maderia. It is a small tropical getaway somewhat east of the Bahamas. You could never become bored in Maderia, with all the water based activities. The people are friendly and helpful. The weather is warm year round, between 65° and 85°F. These are all qualities that make Maderia the place to be.

Fisstly, boredom is almost unheard of on the island of Maderia. The warm climate lends itself year round to such oceanic activities as parasailing, swimming, boating and jet-skiing. Underwater lovers can snorkel among the brightly colored coral reefs, or dive in one of Maderia's fabled lagoons. Fishermen may find their niche in the deep-sea fishing expeditions, and try their hand at catching a record-breaking marlin.

Secondly, Maderians known as helpful and knowledgable. Anyone from a tourist guide to a passerby on the street can relate some of their country lore and mysticism as well as let you in on some of the better and rather well unknown secrets of the area. They do not (Unlike Jamaicans, for example) pester you all day long trying to sell you native paraphernia or marijuana, nor do they try to convert you to

Rastafarianism. They are kind and helpful and knowledgable about their native land.

Thirdly, as we mentioned before, the climate is a beautiful 65°-85° F. The island gets occasional rains - as do all countries, but does not have a "monsoon season". The prospects of something like this are enormous - imagine Maderia as being late spring, all year! And even more, they get no snow!! What a place to live.

So, in summary, if had my choice of living anywhere in the gigantic world, it would be the tropical island of Maderia. With a wonderful climate a lifetime of activities, and helpful natives who could ask for anything more? I couldn't, reaffirming my vote for Maderia as my favorite place to live.

This highly effective, vivid response includes a wealth of elaborated detail in support of the writer's choice of Maderia as the best place to live. Excellent word choice (fabled lagoons, mysticism, paraphernalia), sophisticated sentence structure, good organization, and an effective opening and closing all contribute to the success of this response which demonstrates a strong command of persuasive writing.

STOP

Place

For quite some time I have been completely convinced that living in a rural area would be much better than living in a residential area. I have many reasons for this belief. My reasons are drawn from my memories of living in many different rural and residential areas of Illinois.

One of my reasons for this conclusion is that people in rural areas are generally friendlier and more polite than people who live in large towns or cities. They tend to be less selfish and to focus on less superficial things. People in rural areas often have been exposed most frequently to nature, while people in residential areas have been exposed mainly to a man-made environment, resulting in their hostility towards their separation from the natural world, often resulting finally in a total denial of the importance of the natural world. People in rural areas aren't forced to cope with other humans as often, and because of this tend to respect the human being in a much greater way.

I also feel that a rural environment is much healthier for both the physical and

mental body. Obviously, there is less pollution, smog, and endangerment of violent Criminal activity than in a densely populated area. The possibilities of lung cancer and other forms of bodily harm are greatly decreased. Knowledge of this alone can make a rural resident much happier. That happiness is extended by the before mentioned courtiousness both to and from other people.

There also seems to be a considerably smaller amount of stress in rural areas and small towns. There is less of a demand for a high-paying job, a nice car, and "keeping up with the Jones'." In the absence of this unnecessary competition, the people seem to be more relaxed and at peace with each other. People in rural areas don't seem to mind not being "a cut above the rest."

In conclusion, I feel that living in a rural area is a much more attractive lifestyle than living in a city. I realize that there are numerous advantages to living in a largely populated area, but I would happily compromise this for the few more important advantages to living in a rural area. I understand that this is only my opinion and it may seem rather naive, because many people obviously have opinions that differ, but I have. To live in a rural area as an adult.

This well developed response uses particularly thoughtful reasons in support of the writer's choice of rural areas as the best place to live. In elaborating on the key reasons, the writer examines various aspects of these reasons by effectively comparing-contrasting life in residential areas and rural areas. The response is very convincing and exhibits a strong command of persuasive writing.

ANALYTIC SCORING GUIDELINES

SENTENCE FORMATION

3. All sentences are complete and often varied in length and structure. The paper reads smoothly from sentence to sentence. There are few run-ons or fragments.

2. There is basically good sentence structure with occasional awkward or confusing constructions. There may be several run-ons or fragments.

1. There are many problems with sentence structure. Simple sentence patterns are used. Sentences are short, somewhat childlike and repetitious. Run-ons and fragments are common.

MECHANICS

3. Punctuation and capitalization are consistently appropriate for grade level. There are few or no spelling errors in words appropriate to grade level.

2. Use of punctuation and capitalization is adequate but will contain certain errors. Several spelling mistakes may be present, or the same mistake may be repeated.

1. Capitalization is erratic and basic punctuation is omitted or haphazard. There are too many errors in mechanics which interfere with communication.

WORD USAGE

3. Vocabulary is carefully and imaginatively used. There are few or no problems with subject-verb agreement, correct forms of verbs, selection of pronouns, possessives, etc.

2. Vocabulary is acceptable in scope and appropriateness. Some difficulties with agreement, verbs, pronouns, possessives, etc., may be manifest.

1. Vocabulary is quite limited; the essay evidences too many errors in agreement, verb forms, pronoun choice, possessives, etc., which interfere with communication.

DEVELOPMENT

3. Response is clearly elaborated, well organized, detailed enough to enhance clarity, follows from a main idea to a logical conclusion.

2. Details are clear and specific, but they may be unevenly elaborated or poorly organized.

1. Few details are included in a very brief response. If present, details are vague and sketchy.

A house in the country
I think it is the best place to live because its quiet and has fresh air it looks pretty and nice and not so many people there.
To have all lovey green grass and just white do thats a house

SENTENCE FORMATION = 1
The entire response consists of a run-on sentence and a fragment.

MECHANICS = 1
Capitalization is erratic, and punctuation is haphazard.

WORD USAGE = 1
Vocabulary is limited and vague (quiet, pretty, nice).

DEVELOPMENT = 1
Few details are presented in a very brief response.

Place

I think the country would be the best place to live, because it is peaceful and most of the time it is quiet. Also, if you have alot of horses or dogs they have room to run around instead of being in small cages.

I would like to live there because there ~~is~~ is plenty of room to ride horses or play games. You have plenty of room to maybe get a swimming pool or a trapeler.

Out in the country there is alot of space, it's quiet, and peaceful. The reason I chosed the country is because I've lived there for a while before I moved here and the country was really fun. It hade a pond near it and close by was a real good hunting area. It was one of the most peaceful and quiet. Then I moved to large town.

- SENTENCE FORMATION = 2
The response has basically good sentence structure with one run-on and some awkward constructions.

- MECHANICS = 2
Punctuation, capitalization, and spelling are adequate, but there are a few errors.

- WORD USAGE = 2
Vocabulary is acceptable but not imaginative, and there are a few errors in agreement and tense (The reason I chosed, real good).

DEVELOPMENT = 2
Details are clear but not elaborated.

Place

The best place to live is Colorado. A big house near the Rocky Mountains would be the best. I chose this place because it is very beautiful, the people there are very friendly, and there are millions of fun things to do.

The Rocky Mountains are truely a beautiful sight and I would love to wake up to them every morning. There are snow capped mountains upon around, lots of beautiful wildflowers, interesting animals, and lots of trees. It is all together a neat sight.

The people at the place our family visited, were very nice. Friendly people add a lot to a community and this area was particularly friendly. Although the scenery is wonderful. I still think friendship is an important reason for chosing this place.

Keeping busy is one of my priorities and this place has millions of things to do. With friends, you can do orienteering, rapeling, hiking, horseback riding, rock climbing and rafting. If you like the outdoors, this would be the place for you. There's lots of interesting animals to watch too.

A house near the Rocky Mountains in Estes Park, Colorado would definately be the best place to live. Along with beautiful scenery and fun things to do, there are lots of

friendly people. It is a very modern civilized area and a great place to raise children or just admire the outdoor with friends and family. Above all places, this has to be the best!.

SENTENCE FORMATION = 3
Sentences are complete and varied, and the response reads smoothly from sentence to sentence.

MECHANICS = 3
Punctuation and capitalization are appropriate, and there are few spelling errors.

WORD USAGE = 3
Vocabulary is both specific and imaginative, and there are no agreement or tense problems.

DEVELOPMENT = 3
Details are evenly elaborated.

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QUESTIONNAIRE

After you have worked with the portfolio, please take time to respond to the following questions. Return this page to:

Assessment, Evaluation, and Information Services
State Department of Education
Education Building
Santa Fe, NM 87501-2786

Check one: ____ 4th gr. teacher ____ 6th gr. teacher ____ 8th gr. teacher

1. Please identify any sections of the Administration Manual that were difficult to follow. Feel free to comment on how you would like to make changes.

2. What did you find as strengths in using the portfolio?

3. What did you find as weaknesses in using the portfolio?

4. What gains in your students' writing can you identify as being a result of using the portfolio?

5. Did the portfolio require you to adapt your instruction/teaching style? If so, please comment in regard to this.

6. What is your overall regard for the portfolio?

7. Have you broadened the scope of portfolio assessment in your classroom? If so, please describe what you are doing.

8. We would like to know how your students felt about the portfolio process and if they think it has improved their writing. If you have time to question your students in this matter, please record some of their comments below.